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PRESENT BUILDINGS AND PART OF THE CAMPUS, WARD-BELMONT

Ward-Belmont

UNITING AND CONTINUING

Belmont College for Young Women

FOUNDED BY

MISS HOOD AND MISS HERON

1890

TWENTY-FOURTH YEAR

Ward Seminary for Young Ladies

FOUNDED BY

WILLIAM E. WARD, D.D.,

1865

FORTY-NINTH YEAR

NASHVILLE, TENNESSEE

U. S. A.

1913-1914

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English
A.B. Vassar College; A.M. Columbia University; Special Student Harvard University

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English, Greek
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English, History
A.B. Wellesley College; Special Student Chicago University

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English, History
A.B. Smith College; Student Wooster University

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Latin, History

B.S. Vanderbilt University; A.M. University of South Carolina;
Graduate Student Vanderbilt

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Latin

A.B. University of Chicago; Graduate Student Columbia University

HELEN ATWOOD THACH

Latin

Graduate Webb School; Special Student University of Chicago

RICHARD GARFIELD COX

Mathematics

A.B. Hiram College; A.M. Columbia University

MARY LAURA SHEPPE

Mathematics

Graduate Peabody College; Special Student University of Chicago
and Harvard University

GLADYS EARLE

Science

A.B. and A.M. Wellesley College; two years student of Chemistry
under Professor E. G. Smith in Beloit College

ELISA CUENDET

French

Diploma from College Vinet, Lausanne

GERMAINE FREDERIKKA SANSOT

French

College de Baguares de Bigorre, Universite de Lille, Universite de la
Sorbonne

LAURE MARIE SCHOENI

German, French

Ecole Secondaire, St. Imier, Switzerland; Special Student Uni-
versity of Missouri and University of Chicago

REBECA T. de OSUNA

Spanish

Graduate Methodist Normal School, Saltillo, Mexico; Diploma State
Normal College, Coahuila, Mexico; Student Scarritt Bible
and Training School, Kansas City, Mo.

LILLIAN WATKINS

Intermediate School

Graduate Peabody College; A.B. University of Nashville;
Graduate Student Columbia University

CORAL WHITE

Elementary School

Special Student, Vanderbilt University; Student of Primary Methods,
University of Chicago and University of the South

PAULINE SHERWOOD TOWNSEND

Director, School of Expression

Graduate New England Conservatory and Postgraduate Boston School
of Expression; Special Courses in New York, Chicago and Boston

MARY FLETCHER COX

Expression

Graduate Boston School of Expression, Teachers' Diploma; Graduate
Student Boston School of Expression

BERTIE H. FRANTZ

Director, School of Physical Education

Student Yale Summer School of Physical Education; Graduate Chau-
tauqua School of Physical Education; B.S. Teachers' College,
Columbia University, Physical Education Department;
Member American Society of Physical Education

CATHERINE E. MORRISON

Physical Training, Athletics, Swimming

Diploma from Posse Gymnasium, Boston; Special Student
Chaliff School, New York

EDITH BAER

Director, School of Domestic Science and Home Economy

Graduate Drexel Institute, Normal Domestic Science Department;
Student and Teacher in Teachers' College, Columbia University,
1910-11-12; Student Cornell Summer School; Five
years Teacher in Drexel Institute

BERNICE CORINNE REANEY

Domestic Science

Graduate Illinois Wesleyan University; Special Student two summer
terms Illinois State University; Special Student University
of Chicago

MAMIE E. BURKE

Domestic Science

Graduate, Postgraduate and Teacher, Ward Seminary Department of
Domestic Science

SARA THERESA FRASER

Domestic Art

Graduate Household Economics, Carnegie Institute; Diploma in Latin and Greek, Cornell University; Special Student University of Pittsburgh

LAMIRA GOODWIN

Director, School of Art

New York Art School and Columbia University; pupil of Morriset, Paul Bartlett and Richard Miller at the Colorossi, of Lucien Simon, Poinet and Castelucho at the Grande Chaumiere, Paris, and at Bruges, Belgium.

ANNA TREADWELL BLANTON

Art

Pupil of Lamira Goodwin; student Art Students' League, New York; A. B. Goucher College.

SARAH McREYNOLDS GAUT

Arts and Crafts

Certificate in Industrial Arts Department of Columbia University; Special Work in Jewelry under the Director of the Boston Museum of Fine Arts

EMIL WINKLER

Director, School of Music; Piano, Harmony

Graduate Royal Conservatory of Leipzig; Pupil of Zwintzsch, Reinecke, Schreck, Jadassohn, Hoffman, and Papperitz; Graduate Student Berlin, 1907-09

SOPHIE GIESKE-BERRY

Piano

Graduate Royal Academy of Munich; Pupil of Wilhelm Speidel, Rheinberger, Burmeister, and Baermann; Special Student in Munich, Germany, and Visitor to Munich Music Festival, 1913

ALICE KAVANAUGH LEFTWICH

Piano

Graduate Beethoven Conservatory, St. Louis; Pupil of Arthur Foote, B. J. Lang, M. Moszkowski and Wager Swayne

BUDA LOVE MAXWELL

Piano

Graduate New England Conservatory of Music under Madame Hopkirk and George Proctor; Pupil of Harold Bauer and Wager Swayne, Paris

ESTELLE ROY SCHMITZ

Piano

Pupil S. B. Mills and R. Joseffy, New York; Von Mickwitz, Chicago; Otto Neitzel and Steinhauer, Germany

AMELIE THRONE

Piano

Pupil of Mary Weber Farrar, Nashville; Maurice Aronson, Vienna;
Josef Lhevinne, Berlin

MARY FALCONER WINKLER

Piano

Graduate and Postgraduate under Emil Winkler; Pupil of Aronson
and Godowsky, Berlin

E. BERTHA YOCUM

Piano

Graduate Philadelphia Music Academy; Instructor's Certificate from
American College of Musicians of the University of New York;
Pupil of Leschetizky and Weinzkowska

FREDERICK ARTHUR HENKEL

Pipe Organ and Piano

Graduate Metropolitan College of Music; Student Cincinnati College of
Music; Pupil of Steinbrecher, Andre and Sterling

CHARLES CAMPBELL WASHBURN

Dean of the Voice Department

Graduate and Teacher, Cincinnati College of Music; Graduate Van-
derbilt University; Special Student of Voice in Chicago.

FLORENCE N. BOYER

Voice

Student of Music in Oberlin College; Pupil of Signor Vananni, Italy;
Mesdames deSales and Bossetti, Munich; Oscar Seagle and
deReszke, Paris

MARGUERITE PALMITER FORREST

Voice

Pupil of Francis Fisher Powers, New York; William Heinrich, Boston
and Dresden, Germany; Maestro Giorgio Sulli, Florence

ELISE GRAZIANI

Voice

Pupil of Stockhausen and Fraulein Lina Beck in Julius Stockhausen's
Gesangschule, Germany; Pupil of Signor Graziani, whom she
assisted in his Berlin Studio

FRITZ SCHMITZ

Violin

Graduate Cologne Royal Conservatory; Pupil of Robert Zerbe, Emile
Sauret, Gustave Hollander, Jensen and Arnold Mendelssohn

MARY VENABLE BLYTHE

Harmony, and Practice Superintendent

Diploma Montgomery Institute, now St. Mary's Hall, San Antonio;
Harmony Lessons with Harry Redman, New England Conservatory of Music

ALLEN GARLAND HALL, LL.D.

Special Course in Civil Government

Graduate of Vanderbilt University and Dean of the Vanderbilt University Law School

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MRS. VAN DAWSON LESTER

Trained Nurse

MRS. VIRGINIA CARMICHAEL

Housekeeper

ALEXANDER E. WELLS

Steward



Residence Hall
Projected

Residence Hall
In Course of Construction

Residence Hall
Projected

Administration and Academic Hall
In Course of Construction

PROPOSED NEW BUILDINGS OF WARD-BELMONT

Calendar, 1913-1914

OPENING ADDRESSES AND ORGANIZATION:

September 25, 1913, 10 a.m.

CHRISTMAS VACATION:

December 18, 1913, to January 2, 1914.

FOUNDERS' DAY:

October 15, 1913.

THANKSGIVING DAY:

November 27, 1913.

BACCALAUREATE SERMON:

May 24, 1914.

ALUMNAE DAY:

May 26, 1914.

ALUMNAE RECEPTION TO GRADUATING CLASSES:

May 26, 1914.

COMMENCEMENT DAY:

May 27, 1914.

Historical Foreword

WARD-BELMONT is much more than the happy sum of Belmont College for Young Women and Ward Seminary for Young Ladies. In December, 1912, a purchasing corporation acquired both schools, their names, property, equipment, good will, files, registration—everything they owned except the real estate of Ward Seminary—and merged them June 1, 1913, on Belmont campus, as Ward-Belmont, the charter name being "The Ward-Belmont School." Ward-Belmont will therefore continue and perpetuate Ward Seminary, founded in 1865, by William E. Ward, D.D., and Belmont College, founded in 1890, by Miss Ida E. Hood and Miss Susan L. Heron. Succeeding of right to every thing of educational value in both schools, the combined institution has undertaken to keep the best and to add to that whatever the experience of other great schools has demonstrated to be necessary to that symmetrical development which neglects neither the mind, nor the spirit, nor the social instinct, nor the body; and provision is made for adequate attention to each department of this four-fold life drill. Unembarrassed by tradition, and with no contract obligations which could discourage absolute independence in the matter, Ward-Belmont has been free to adopt and adapt from every available source the methods, the spirit, the educational ideals that have been found best fitted to do what the worthiest of schools ought to do for the character development, the refinement, and the effi-

cient twentieth-century education of young maidenhood.

Honoring alike the founders, the faculties and the enviable history of both Belmont and Ward, of which schools Ward-Belmont is in fact and in law the successor and personification, everything necessary will be done to immortalize the great names and the true ideals that have given a national field and fame to both of the component schools.

Faculty

Many of the strongest and most scholarly teachers of Belmont and Ward have been secured, as have been numerous able educators from the outside. In engaging teachers we have kept constantly in mind the wholesome influence of the older upon the younger woman. Both high character and true culture have been considered, and where either was lacking there was no election. A teacher in a school for girls and young women must be more than a teacher—she must be a helpful and inspiring friend, a womanly woman who enjoys the society of her pupils, and whose association with them is an un-mixed blessing to them. It is powerful and true personality, not mere scholastic degrees, that makes a teacher superior; and the cloistered instructor, seen and approachable nowhere except in the class-room, will not be retained in Ward-Belmont.

Curricula

In the arrangement of curricula liberal drafts were made on the Belmont and Ward courses of study, but many subjects have been added because they seemed desirable to meet every reasonable mod-

ern demand upon schools of the Ward-Belmont grade. Seven experts, representing both schools, have been at work for weeks on the curricula. The unanimously accepted result is a series of regular and special courses of study possessing at once the virtues of those hitherto offered, but stronger and more comprehensive than either or both. In general our aim has been to provide courses of study which would meet every requirement of students preparing for college or for life; and curricula have been arranged to insure, without examination, entrance to the oldest and best of American Colleges. To these college preparatory courses two years of college work have been added, so that the full graduates of Ward-Belmont will receive diplomas, and should be able, if they elect to do further work, to enter the junior year in most colleges or universities. These two college years are liberally supplied with electives, so that students who do not contemplate taking a full college course will yet have a good education in those subjects deemed of vital consequence to the home-keeping woman, the teacher, or other worker for self-support or the general welfare. / Special courses leading to certificates and diplomas have been provided in many of the schools, including the academic, music, expression, art, domestic science and physical education. Graduates of any school will be prepared, if necessity or inclination should require, to teach the subjects they have covered. .

Spirit and Aim

It is our ambition that Ward-Belmont shall be characterized by the spirit which would have young women not only to know what it is proper and right for them to know, but to have

this knowledge ready for prompt and effective use. The school stands for the refinement and cultivation, and never for the paralysis or destruction, of personality, individuality. Duly valuing the claims of conventionality, it resolutely subordinates the artificial to wholesome naturalness in all the relations of life. Not gone mad for mere utility, it believes that all true intellectual development is useful and all usefulness essentially cultural. It acts upon the theory that elegance of manner should be the fruitage of nobility of character, and not the superimposed veneer of mere drill in etiquette, valuable as is such drill. In a word, Ward-Belmont stands for all that is womanly in character and conduct to the end that its students may be capable of undertaking all that is womanly in life and leisure and work.

The high ideals of the two schools that now constitute Ward-Belmont, are thus announced in their last annual catalogues:

Belmont College: "The guiding thought or spirit of our work is the conscious desire to impart practical knowledge in such manner as best develops power. . . . To thorough scholarship we would unite refinement and culture, seeking to eliminate the elements of extravagance and fashionable dissipation, and to encourage economy and earnest, thoughtful preparation for lives of duty and usefulness."

Ward Seminary: "Its work is thorough, practical and refining, and of such character as to win public favor. The policy of the school is to do serious, earnest work. It makes no display to deceive, no extravagant promises that it cannot fulfill. Its purpose is, by quiet, earnest effort, to make of its pupils, cultured Christian women."

In so far as it has a creed, this is the creed of Ward-Belmont:

Ward-Belmont believes primarily in moral integrity and honest intellectual culture.

Ward-Belmont stands for true education, and it rejoices in the confidence and continued patronage of true educators.

Ward-Belmont believes that shallow training weakens character, and that a school that pretends to be what it is not, and to do more than it can do, is not a safe place for young people, who ought to be taught sincerity and uprightness by both precept and example.

Ward-Belmont believes in refinement and elegance in life and conduct, and it neglects no opportunity to teach and to practice the

customs of polite society; but Ward-Belmont believes that the womanly graces, the social proprieties, the refinements that distinguish genuine from artificial gentility, are possible and of real and permanent value only when they appear as the incidents, the by-products, of moral integrity and honest intellectual culture.

Location

WARD-BELMONT owns the buildings and beautiful hilltop park of Belmont College, and to both grounds and buildings it is making expensive additions. The campus now contains considerably more than twenty acres of woodland park, the trees and shrubbery of which are the result of sixty years of artistic planting and cultivation. The location affords every urban advantage of this famed "Athens of the South," with none of the disqualifications such a school might have if it were not removed from the noise and smoke of the down-town quarters. It is surrounded by the best residence section of the city, with quick and regular trolley service, fifteen minutes away from the shopping district and five minutes from the open country. It is on the highest hill in the Vanderbilt University and Peabody College Section, and less than eight blocks from either.

Buildings and Equipment

BELMONT College buildings and equipment, all of which are now the property of Ward-Belmont, are the best boarding school halls in the city, in many respects the most complete in the South. Very recently there were added by the founders new buildings and fittings aggregating nearly a hundred thousand dollars, these improvements alone exceeding the entire cost of other creditable schools for young women. Some of these enlarge-

ments are: A fully furnished School of Domestic Science and Home Economy; two great pipe organs, one of them, we are assured, the most complete and costly in any American school for young women; a modern steam heating and electric plant, conduit system, with the power-house several hundred feet away from the buildings, thus reducing to a negligible minimum the fire risk, there being no fire in the buildings except in the kitchens and bakery, which are fire-proof; an adequate and up-to-date chemical laboratory; a thoroughly furnished modern hotel kitchen, bakery, and tasteful dining hall; the latest improvements in steam cooking, electrical appliances and cold storage, all arranged for perfect sanitation; a new auditorium, and more than sixty new bedrooms, each furnished, as are the other rooms in Ward-Belmont, with single beds, separate wardrobes, rugs, dresser, washstand, table and chairs, only two girls in a room. Sterilized, aerated and cooled drinking water, an ample supply of baths and toilets on every floor, sunlight and ventilation in all bedrooms—there are no “inside rooms” in any of our ten buildings—and a scientifically ordered infirmary, and an isolation hospital, with a trained nurse of long experience in constant attendance, and at nominal cost to parents—all render the good health record phenomenal. But Ward-Belmont is not only improving these buildings, it is adding this year \$150,000 more in new buildings and other improvements. A new Academic Building, 140x155 feet, a classic Colonial structure, costing more than \$100,000, will house in most modern and comfortable fashion the entire literary department, thus vacating for the use of the Ward-Belmont School of Music much of the space hitherto used by the literary classes of Belmont Col-

lege, and rendering more homelike the former residence halls. This new Academic Hall has every approved appliance and provision for health and study—unilateral lighting, hardwood floors, automatic ventilation and heating, uncrowded small class-rooms—all classes will be duly small—an abundance of lockers and wardrobes, a perfectly lighted and machine ventilated study and assembly hall—everything, indeed, which the experience of educators and of school and college architects has deemed necessary for such a school as Ward-Belmont aspires to be. This building will house also the administration offices and the Schools of Expression, Art and Physical Education, together with the gymnasium. Adjoining it is the swimming pool, and nearby the tennis courts and athletic field. A second building in course of construction is a Colonial residence hall, on the same fine lines as the four originally designed for Ward Seminary when it was proposed last autumn to rebuild on Ward Place that oldest non-sectarian school for girls in Nashville. In this hall the floors are all hardwood, every room adjoins a bath-room and contains a stationary washstand, besides the usual provision of single beds, individual closets, Tungsten electric lights, and the other modern furnishings.

Loyal Patronage

THAT both Ward and Belmont have already been succeeding in their ambition to win and hold the worthiest of American patronage is demonstrated by an annually increasing attendance from all over this country, and by the fact that twenty per cent of their patrons in 1912-13 had been with them for years. In several instances, although the school is comparatively young, girls from the second

generation of Belmont students were enrolled, while at Ward granddaughters of earlier students were in attendance. Of the 1912-13 boarding students at Ward one in every five was from a family of which either a sister, or the mother or grandmother, was a Ward girl. Among the over three hundred Nashville students who have annually attended Ward Seminary, the record is even more remarkable. In some instances no catalogue of the Seminary has ever been issued without the name of a student belonging to some family represented in the first catalogue, printed in 1866. Ward-Belmont is happy in its heirship of such loyalty, and it is proud also of the 375 boarding students at Belmont last year and the one hundred and fifty at Ward—the capacity of the school in each instance. It is quite as proud of the fact that the two institutions the past year drew nearly four hundred girls from the homes of Nashville, many leading educators, clergymen and other scholarly lovers of scholarship among them. Such patronage by the people of this city of schools, people who are fully acquainted with curricula and ideals, is the only testimony a possible patron away from Nashville should need as to the real worth of a school. Exactly 321 day students were registered at Ward Seminary alone between September 19, 1912, and February 1, 1913.

Excursions

NASHVILLE has an interesting historical and geographical setting. The State Capitol is a perfect model of Grecian architecture. In its grounds rest the ashes of President Polk. On one of the many beautiful drives and car lines is celebrated Belle Meade. Twelve miles distant is the Hermitage, where is buried the warrior, statesman

and President, Andrew Jackson. Surrounding our own campus is the battlefield of Nashville. Nearby were fought the bloody battles of Franklin and Stones River; and not far away are Mammoth Cave and Lookout Mountain. Every year our pupils are given opportunities to visit such places of interest. We have frequently taken trips to Washington, visiting enroute Lookout Mountain, Natural Bridge, Luray Caverns, Norfolk, Portsmouth, and Virginia Beach. A similar trip is offered on the occasion of every presidential inauguration. Some of the students are now abroad traveling in Great Britain and on the Continent, under the charge of members of the faculty. For the summer of 1914 such a tour will be offered by Ward-Belmont.

Cuisine

THE growing body and active brain and vigorous appetite of the average school girl demand a sufficient quantity and pleasing variety of wholesome, well-cooked and neatly served food. A trained steward and staff of assistants are instructed to see to it that the Ward-Belmont dining hall is abundantly supplied with the best the market affords.

Dress and Household Articles

EXTRAVAGANCE in dress is firmly discouraged. Every boarding pupil wears the winter and spring uniforms, which are purchased and fitted to measure in Nashville, and at lowest wholesale cost, \$30 and \$12.50. The uniform meets all requirements for street wear. All boarding pupils are expected to provide themselves with bath robe, bath and face towels, bedroom slippers, laundry bag,

hot water bag, umbrella, rain-coat, over-shoes, thick walking shoes, six pillow cases for pillows 22 by 28 inches; six sheets for three-quarter beds, two white counterpanes, a comfort, pair of blankets, toilet articles, napkin ring, dresser and washstand scarfs and one trunk cover. Trunks must be marked with full name and home address. All articles to be sent to our laundry must be clearly marked with the full name of the pupil. If patrons prefer it, Ward-Belmont will furnish an abundant supply of table napkins, towels, sheets, pillow cases, and bed spreads, charging therefor \$5.00 for the year, thus avoiding inconvenience and reducing expense to the patron. Where the student brings her own supplies of table and bed-room linen, the several articles must go into the general laundry but will be returned at the close of the school year.

Library

THE combined Ward-Belmont Library contains nearly ten thousand choice volumes; and, under the care of experienced attendants, is open at practically all hours. The splendid new library rooms in the Academic Building make these books easily accessible and a constant allurements to the girl who loves reading and is faithful in study.

Nashville References

ANY patron of either Ward or Belmont may be consulted, and while we confidently refer inquirers to any citizen of Nashville—minister, educator, banker, tradesman, or professional man, numbers of whom are our regular patrons—we are formally authorized to say that any of the gentle-

men named below will cheerfully answer inquiries whose reply is prepaid:

Chancellor James H. Kirkland, LL.D., Chancellor of Vanderbilt University.

President Bruce R. Payne, George Peabody College for Teachers.

James I. Vance, D.D., Pastor First Presbyterian Church.

S. H. Chester, D.D., Secretary Foreign Missions of the Presbyterian Church in the United States.

Bishop W. R. Lambuth, Methodist Episcopal Church, South.

J. S. French, D.D., Pastor McKendree Church.

W. F. Tillet, D.D., Dean Theological Department of Vanderbilt University.

E. B. Chappell, D.D., Sunday School Editor of the M. E Church, South

Rufus W. Weaver, D.D., Pastor Immanuel Baptist Church.

J. M. Frost, D.D., Secretary Baptist Sunday School Board.

H. J. Mikell, D.D., Rector Christ Church.

Carey E. Morgan, D.D., Pastor Vine Street Christian Church.

T. A. Wigginton, D.D., Pastor Broadway Presbyterian Church.

Rabbi I. Lewinthal, Vine Street Temple.

J. E. Clarke, D.D., Editor "Presbyterian Advance," and Secretary of the College Board of the Presbyterian Church, U S. A.

Dr. W. H. Schuerman, Dean Vanderbilt University.

Hon. Ben W. Hooper, Governor of Tennessee.

Our Home Life

THE executive officers of Ward-Belmont and their families are in constant association with the students, as are the teachers, nearly all of whom live in the residence halls. All mingle freely with the girls in pleasant social intercourse. Kindness and confidence are more efficacious than stringent rules. An old adage says, "Faults are thick where love is thin." We see and seek the best things in human nature, because we love our work and the youth with whom we work. Due attention is given to cultivating ladylike manners and courteous deportment. Lectures are given on all subjects relative to social etiquette. A well-rounded education for girls places a proper estimate on woman's innate and acquired attractiveness. Graduates of

both Belmont and Ward are well-poised women whose grace of manner and ready adaptability are promptly recognized.

Lectures and Entertainments

THIS catalogue must be issued before the staff of regular and occasional lecturers at Ward-Belmont has been fully engaged. On a great variety of subjects—cultural, informational, sociological, ethical, and religious—lectures, free to the student body, will be delivered almost daily during the year by men and women who are experts on the themes they treat, and many of whom are national and international leaders of the thought they present. The presence in Nashville of great universities and professional schools insures, also, the coming of other famous lecturers and entertainers; and many members of the faculties of these universities are themselves available for platform and class-room work in Ward-Belmont. In recent years Ward and Belmont students have heard in their own assembly halls, or in the city, the following among scores of other almost or quite as notable speakers, writers, readers, and musicians:

Lectures—President Arthur T. Hadley, E. E. Barnard, Leon H. Vincent, Emil G. Hirsch, Russell H. Conwell, William Hawley Smith, Lorado Taft, Wm. J. Bryan, President W. H. Taft, President Woodrow Wilson, U. S. Senator Luke Lea, Chancellor J. H. Kirkland, Robert E. Speer, U. S. Senator W. R. Webb, Dr. Carolyn Geisel, Francis E. Clark, Bishop W. R. Lambuth, Evangelist J. Wilbur Chapman, President John Franklin Goucher, Bishop W. F. McDowell, Bishop Thomas F. Gailor, President W. H. P. Faunce.

Authors—Hamilton W. Mabie, Richard G. Moulton, John A. Wyeth, Josiah Strong, Felix Adler, George Kennan, Marion Crawford, Newell Dwight Hillis, Lyman Abbott, Walter H. Page, J. Ward Stinson, James Whitcomb Riley, Ruth McEnery Stuart.

Readers—Montaville Flowers, Frank C. Elliott, Ida Benfey, Caroline Gordon, Leland Powers, Bertha Kunz Baker, Fred Emerson Brooks, Eulie Mae Rushmore, Ella Sedgwick Southwick, C. E. W. Griffith, Carolyn Foye Flanders.

Music—Melba, Eames, Paderewski, Liebling, Saville, Ovide Musin,

Clarence Eddy (organist), Royal Italian Band, Metropolitan Grand Opera Company in Parsifal, Calve, Kubelik, Leandro Campanari (violinist), Cecil Fanning (baritone), Madame Zimmerman (soprano), Oscar Seagle (baritone), Leopold Kramer, Francis McMillin, Max Bendix, Maud Powell, Arthur Hartmann, Emil Sauret, Carl Griener, Steindel, Edward Baxter Perry, Leopold Winkler, Sherwood, Gertrude Peppercorn, Burmeister, Josef Hoffman, Mark Hambourg, Bloomfield-Zeissler, Augusta Cotlow, Harold Bauer, Carreno, Reisenauer, Godowski, de Pachman, George Hamlin, Glenn Hall, Bonci, Bispham, DeReszke, Muriel Foster, Homer, Schumann-Heink, Mary Garden, Nordica, Sembrich, Galski, Alice Neilson, Ricardo Martin, Jomelli, Gerville-Reache; the Strauss, Victor Herbert, Russian Symphony, and Damrosch Orchestras; the Savage Opera Company, the Aborn Opera Company, and the Lambardi Opera Company.

A Kindly Challenge

WITH the universal experience of entertaining delighted visitors, we invite prospective patrons from all parts of the country to come to Ward-Belmont, examine and compare our buildings, equipment and curricula; enjoy with us our lovely magnolia shaded and inviting out-of-doors; go through our halls, conservatories, new classrooms and wide corridors, and see our fittings and furnishings for the health, happiness and development of our student body; investigate the personnel and qualification of our various faculties; and then seek it elsewhere if they do not find here as nearly a perfect home as an honest and good school can furnish.

Courses of Study

Much caution should be exercised in arranging a course of study for girls and young women. An ideal course is not one that can be prescribed for all alike, and yet an ideal course must be comprehensive and thorough enough to provide for the development of the true and everywhere efficient woman. It is the aim of Ward-Belmont to study each pupil and to give her the work best suited to her individual capacity and needs. The amount of work covered is considered not so important as are learning how to study, mastery of the subjects chosen, well-balanced mental discipline, and incentive to further knowledge. The courses of study are adapted to meet the requirements of the present ideals of education. The student who intends to enter college will, upon completion of the College Preparatory Course, be admitted without examination to Smith, Wellesley, Vassar, Goucher, Randolph-Macon, Vanderbilt, and many other colleges and universities. In addition to the College Preparatory Course, Junior College work is offered, the equivalent of two full college years. From the Senior year of this Classical Course, a student is prepared to enter the Junior year of a standard college and to find herself equipped to do there the work of the remaining years for a degree. For the larger number who do not intend to go to college and who yet wish to lay the foundation of a broad and deep culture, general courses, extending two years beyond High School, are offered with various electives to suit individual choice and needs. With certain limitations, Art, Music and Expression may be chosen as electives in the General Course.

I. LIBERAL ARTS AND SCIENCES.

English.

The importance of the department of English, in both its branches of Rhetoric and of Literature, is duly recognized, and the work carefully and amply provided for by a full corps of college and university-trained teachers. Throughout the course the utmost stress is placed on writing as training for systematic work, clear thinking, originality, and the habitual and easy use of good English. The aim of the work in Literature is to foster, through a study of masterpieces, a taste for the best that has been written, an admirable means of mental discipline, as well as of liberal culture. The study of English is closely correlated with that of other departments, including History and Languages, in order to give the student broader understanding, and to make her school work more generally and permanently valuable. Personal conferences for guidance, and for correction in theme work, are required in all Rhetoric courses, as are memory work of selected passages and carefully prepared reports of supplementary reading in Literature.

COURSE I.

1. Grammar: Analysis of the sentence. Simple, complex and compound sentences. Phrase and clause. Review of parts of speech. Spelling.

2. Composition: Oral and written production. Oral and written original exercises. Letter writing. Punctuation.

3. Literature: Masterpieces selected from the College Entrance Requirements (1915-1919). Stevenson's *Treasure Island*, Dickens' *A Christmas Carol*, Scott's *Ivanhoe*, or *The Talisman*, Coleridge's *Ancient Mariner*, Shakespeare's *As You Like It*.

Sub-Freshman. Five periods a week.

(Note.—The Sub-Freshman course is a part of the Intermediate work, and is offered here for those who are not prepared for English Course II.)

COURSE II.

1. Composition and Rhetoric: Original themes and class exercises with special attention to sentence structure. Topics and oral composition in connection with Literature work.

2. Literature: An Outline Study of American Literature, with masterpieces chosen largely from the College Entrance Requirements, as selections from the works of Lowell, Longfellow, Whittier and Poe; Irving's Selections from the *Sketch Book*; Franklin's *Autobiography*; Hawthorne's *House of Seven Gables* or *Twice Told Tales*; Cooper, one novel.

Freshman. Five periods a week.

COURSE III.

1. Composition and Rhetoric: Original themes in simple narration and description. Topics in connection with Literature work. Special attention to sentence and paragraph structure.

2. Literature: Study List—Masterpieces chosen from the College Entrance Requirements with some reference to correlation with History, as, *The Iliad*—Pope's Translation (certain books omitted);



NASHVILLE FRONT, WARD-BELMONT

Shakespeare's Julius Caesar; Macaulay's Lays of Ancient Rome; Arnold's Sohrab and Rustum; Shakespeare, one comedy selected. Parallel Readings—Novels chosen from Group III, College Entrance Requirements (1915-1919).

Sophomore. Five periods a week.

COURSE IV-A.

1. Composition and Rhetoric: Original class themes and exercises. Description and Narration—with the aim of developing power of observation. Special attention to paragraph structure.

2. Literature. Study List and Parallel Readings chosen from College Entrance Requirements, with a view to correlation with History II, as, Tennyson's The Idylls of the King; a collection of English and Scotch Ballads; Shakespeare's Henry V or Richard III; Scott's Marmion; Scott's Kenilworth; Thackeray's Henry Esmond; Blackmore's Lorna Doone; Kingsley's Westward Ho! or Hereward; Dickens' A Tale of Two Cities.

Junior, in General Course. Five periods a week.

COURSE IV-B.

1. Composition and Rhetoric. Same as Course IV-A.

2. Literature: Study and Parallel Reading Lists, selected from English IV-A, as follows: Tennyson's The Idylls of the King; Shakespeare's Richard III or Henry V; Scott's Marmion; Scott's Kenilworth; Thackeray's Henry Esmond; Kingsley's Westward Ho! or Hereward; Dickens' Tale of Two Cities.

Junior, in Classical and College Preparatory Courses. Three periods a week.

COURSE V-A.

1. Composition and Rhetoric: Study of Exposition and Simple Argumentation. Additional exercises in Narration and Description.

2. Literature: Study and Parallel Reading Lists selected from College Entrance Requirements, as, Shakespeare's Macbeth or Hamlet and The Tempest; Milton's Minor Poems; Carlyle's Essay on Burns, with selections from Burns' Poems; Burke's Speech on Conciliation; selected Essays from Lamb, Macaulay, DeQuincy, Thoreau, and selected novels from Thackeray, George Eliot and Jane Austen.

Junior Middle in General Course. Five periods a week.

COURSE V-B.

1. Composition and Rhetoric: Study of Exposition and Simple Argumentation. Review of Grammar.

2. Literature: Study and Reading List chosen from English V-A, as follows: Shakespeare's Macbeth or Hamlet; Milton's Minor Poems; Carlyle's Essays on Burns, with selections from Burns' Poems; Burke's Speech on Conciliation with America, or Washington's Farewell Address, and Webster's First Bunker Hill Oration.

Junior Middle in Classical and College Preparatory Courses. Three periods a week.

COURSE VI.

Rhetoric and Composition: Practical exercises in various forms of writing. Special attention to the longer Exposition and Argumentation and some work in the Short Story. Drill in Outlining and Note-taking.

Required of all Senior Middle students. Two periods a week.

COURSE VII.

History and Development of English Literature. General survey of English Literature. This course is conducted by lectures, class recitations, collateral readings and individual reports. Special attention is given to historical and social backgrounds and to literary movements.

Open to Senior Middle and Senior students. Four periods a week.

COURSE VIII. Literature of the Victorian Age.

1. Poetry: Chief emphasis is placed on the poetry of Tennyson, Browning and Arnold.

2. Prose. Chief attention is given to the works of Carlyle and Ruskin and to Stevenson's Essays. Selections from other leading prose writers are read.

Open to students who have had Course VII, or its equivalent. Four periods a week.

COURSE IX. Literature of the Romantic Age. Burns, Scott, Coleridge, Wordsworth, Byron, Shelley and Keats are chosen as representatives of the Romantic period in England. Translations of some of the greater works of Hugo, Goethe, and Schiller are read to show the spread of this spirit throughout Europe. Correlation of this course with History IV and V, History of Art, and German is kept in mind.

Open to students who have had Course VII, or its equivalent. Four periods a week.

COURSE X. The Drama Through the Shakespearean Period.

1. The Rise of the Drama: Special attention given to the pre-Shakespearean Period, with readings of selected mystery and miracle plays.

2. Shakespeare: Selected plays are used for study and interpretation.

Elective, under the same conditions as Courses VIII and IX, but advised to be taken only after these, except by pupils in the Department of Expression. Two periods a week.

COURSE XI. The Modern Drama. A careful study is made of the development of the drama after Shakespeare. Selected modern plays are read and interpreted as types of present-day forces in literature.

Open to students in the Department of Expression. Two periods a week.

History.

The department of History endeavors not merely to make its courses count for mental discipline, but to secure a thorough understanding of society, a comprehension of the principles on which everyday affairs are conducted, and a training in sympathetic judgment. The value of History as a means of interpreting economic and social expediency is stressed, and the practical worth of the subject is established by its intimate correlation with English, language, art and current events. Throughout the course, emphasis is placed on historical geography, map drawing, notes, and reports of collateral readings.

COURSE I. GREEK AND ROMAN HISTORY. A survey of ancient history, and of later history to 800 A. D. Chief attention is given to the civilization of Greece and Rome, with reference to the permanent contributions these races have made to modern history.

Open to Sophomore, Junior and Junior Middle students. Required of Freshman College Preparatory students. Five periods a week.

COURSE II. HISTORY OF ENGLAND. The political, social and religious elements in the growth of the English people. England's advance as a world power and her Colonial development.

Open to Sophomore, Junior and Junior Middle students. Four periods a week.

COURSE III. AMERICAN HISTORY AND CIVICS. A careful study of the growth of the American people and their forms of government.

Open to Junior Middle students, and by special arrangement to Junior and to Senior Middle students. Five periods a week.

COURSE IV. MODERN EUROPEAN HISTORY. A general course from the time of Charlemagne to the present. The earlier period will be given largely in outline and by lectures. Careful study of the Medieval church, the Renaissance, the Reformation, the rise of Prussia, Russia, etc., and the French revolution. An outline of European History since 1815, by lectures. Lectures, class recitations, intensive reading, individual reports. Correlation with other courses, especially English VIII and History of Art.

Open to Senior Middle and Senior students. Four periods a week.

COURSE V. NINETEENTH CENTURY HISTORY. Europe since 1815. The growth of constitutional government, the rise of various nations of Modern Europe, European international relations, the Eastern question, etc. American History for the past twenty years in its relations to other countries. Current events. Correlation with English IX and History of Art is kept in mind.

Open to all students who have had Course IV, or its equivalent. Four periods a week.

History of Art.

The value of the work in this course is twofold. It is a part of the record of human development and so a humanitarian and mental discipline subject, as is History proper. It is also a study of the laws underlying artistic effect, and as such has a distinct culture value. Both phases of the subject receive careful consideration. The work is done by means of illustrated lectures, printed outlines, reproductions, stereopticon slides, projectoscope, etc. Extensive reading and individual reports required.

The rise and development of architecture, sculpture and painting from the earliest periods through the Renaissance will be studied with emphasis on the Greek and the Renaissance periods.

Open to all students who have had, or are taking, History IV, or its equivalent. Open also to students in special departments under certain conditions. Particularly recommended to Art students. Four periods a week.

Economics and Sociology.

The purpose in this department is to teach the fundamental principles of both economic and sociological science in such a way as to develop an intelligent interest in public affairs, to insure some under-

standing of the laws underlying the welfare and progress of society, and to inculcate the desire to apply these principles to the duties of enlightened citizenship.

Course I. Introduction to Economics—This course is designed to lead the student to an investigation of economic principles, to introduce her to the economic problem in the modern state, and to train her to think clearly on economic subjects. It will treat of the conditions determining prices, land values, wages, profits and standards of living, of certain topics of applied economics, such as the tariff, banking and trusts, and of problems of labor and industrial organization. Open to Senior Middle students. Two periods a week.

Course II. General Sociology—This course is designed to make the student familiar with the origin, principles and methods of sociological science, as well as with the social elements, forces and processes. Social movements and Social Service, as Charity, Corrective Reform, and Constructive Work will be considered with the purpose of giving a general view of the institutions and agencies of personal philanthropy and of environmental betterment.

Open to Senior students. Two periods a week.

Latin.

The work of the first four years in this department is designed not only to give the student a thorough knowledge of forms and syntax, and the ability to apply this knowledge in accurate reading of the texts assigned, but also to increase the student's vocabulary and insight into words and develop a feeling for the structure and thought of the language. Use is made of photographs, the projectoscope, and reference readings to illustrate Roman life and Mythology. The courses of the last two years are intended to secure the ends of rapid and accurate reading, an acquaintance with the masterpieces of Roman Literature, and a correct appreciation of the place of Rome in the history of civilization.

Course I-A.—Beginner's Latin. Easy Reading.

Sub-Freshman. Five periods a week. (Note.—The Sub-Freshman course is offered for those who would best spend two years in preparation for Caesar).

Course I-B.—The Essentials of Latin completed.

Freshman. Five periods a week.

Course II.—Caesar. An equivalent of Books I-IV. Prose Composition based on text. Grammar systematically studied in connection with prose.

Sophomore. Five periods a week.

Course III.—Cicero. The Cataline Orations, the Manilian Law, Archias; Ovid; Metamorphoses. Prose composition based on text and syntax throughout the year.

Junior. Five periods a week.

Course IV.—Virgil. Books I-VI. Book V is read at sight. Required reading is assigned in Mythology. Prose composition. Review of Grammar.

Junior Middle. Five periods a week.

Course V.—Livy. Book XXI and parts of Books I and XXII; Horace: Odes and Epodes, Ars Poetica. Prose composition and written translations of Latin into English required. Practice in reading at sight. Prosody.

Senior Middle. Four periods a week.

Course VI.—Horace: Satires and Epistles; Pliny: Letters; Terence and Plautus: selected plays. Brief survey of Roman private life and outline history of Roman Literature.

Senior. Four periods a week.

Greek.

The aim of the department of Greek is to give to the student such training as will enable her to read with understanding the masterpieces of the language, and to insure to her, in the last two years especially, an appreciation of the place of Greece in civilization and of the persistent influence of Greek thought.

Course I.—Beginner's Greek.

Five periods a week.

Course II.—Grammar, prose composition. Anabasis, Books I-IV. Sight reading.

Five periods a week.

Course III.—Grammar, prose composition, prosody, sight reading. Iliad, Books I-VI.

Five periods a week.

Course IV.—Plato's Apology and Crito. Selections from the Odyssey. Greek prose based on Plato.

Open to students who have completed Course III, or an equivalent. Four periods a week.

Course V.—Outline History of Greek Literature, prosody. Two orations of Demosthenes; Sophocles' Oedipus Rex; Aristophanes' The Clouds.

Open to students who have completed Course IV. Four periods a week.

French.

The value of a good knowledge of French in studying literature, and the necessity for it in foreign travel, are appreciated, and such knowledge is provided for by the experienced native teachers in this department. Correct pronunciation is insisted upon, and facility in conversation is acquired by constant practice. To this end, French is the language of the class-room, and opportunities are also given for its use in social conversation and at French tables in the dining halls. The courses in French literature are extensive and are made more practical by the use of dictation, sight-reading, and lectures in French, on the historical development of the language. The first three courses enable a pupil to meet the maximum requirement for entrance into college, while the single Course IV, open to Senior Middle students who have previously studied French, fulfils the minimum requirement.

Course I.—Grammar: Verbs; Symme's French Reader; Daudet's *Trois Contes Choisis* Labiche et Martin's *La Poudre Aux Yeux*.

Open to Freshman, Sophomore and Junior students. Five periods a week.

Course II.—Grammar; Verbs; Dictation; French Composition; Poetry Memorized; the reading of about three hundred and fifty pages from Merimee's *Colomba*; Dumas' *La Tulipe Noir*; Loti's *Le Pecheur d'Islande*; Lamertine's *Scenes de la Revolution Francaise*; Conversation.

Open to Sophomore, Junior and Junior Middle students. Five periods a week.

Course III.—Grammar; Syntax; Verbs; French Composition; Dictation; Poetry Memorized; introduction to French Literature; the reading of about three hundred and fifty to four hundred pages from Racine's *Athalie*; Corneille's *Le Cid*; Moliere's *Le Bourgeois Gentilhomme*; George Sand's *La Mare au Diable*; Conversation.

Open to Junior and Junior Middle students. Five periods a week.

Course IV.—Grammar; written and oral exercises founded on selected texts; Dictation and Conversation. Merimee's *Colomba*. Labiche's *Le Voyage de M. Perrichon*; Sand's *La Mare au Diable*; Augier's *Le Gendre de M. Poirer*; Chateaubriand's *Les Aventures du Dernier Abencerage*.

Open to Senior Middle students who have not studied French. Four periods a week.

Course V.—Grammar; Composition; Themes based on the texts read; History of French Literature; rapid reading in connection with the different periods studied. Conversation.

Open to students who have completed Course III, or an equivalent. Four periods a week.

Course VI.—Composition; themes based on texts read; History of Literature of the Seventeenth, Eighteenth and dawn of the Nineteenth Centuries; Conversation. The chief works of the most important writers are critically studied.

Open to students who have completed Course V, or an equivalent. Four periods a week.

German.

Throughout the carefully graded course in German, use is made of the wealth of German poetry and prose. German is the language of the class-room, and by memory work, abstracts and reproductions correct pronunciation is established, and appreciation and knowledge of the literature increased. The first three courses enable a pupil to meet the maximum requirement for entrance into college, while the single Course IV, open to Senior Middle students who have not previously studied German, fulfils the minimum requirement.

Course I.—Grammar; Composition; Drill in Phonetics; reading of about two hundred pages of easy German from Immensee, Gluck Auf, Hoher als die Kirche; Sight Reading. Short Lyrics Memorized.

Open to Freshman, Sophomore and Junior students. Five periods a week.

Course II.—Grammar: Composition; writing of themes based on works read; Simple Paraphrasing; Poems and Ballads Memorized; Sight Reading; reading of about two hundred and fifty pages of German from the following texts: L'Arrabbiata, Gerstacker's Gernelshausen; Lessing's Minna von Barnhelm, or Schiller's Jungfrau von Orleans.

Open to Sophomore, Junior and Junior Middle students. Five periods a week.

Course III.—Grammar completed; Composition; Sight Reading; Writing from Dictation; reading of about three hundred pages of German from the following texts: Goethe's Hermann and Dorothea; Schiller's Maria Stuart or Wilhelm Tell; Heine's Harzreise; Freytag's Aus dem Staat Friederich des Grossen, and Goethe's Iphigenie.

Open to Junior and Junior Middle students. Five periods a week.

Course IV.—Grammar. Prose Composition; conversation and memorizing of poetry. Anderson: Bilderbuch ohne Bilder; Storm: Immensee; Heyse: L'Arrabbiata; Baumbach: Waldnovellen; Schiller: Der Neffe als Onkel.

Open to Senior Middle students who have not studied German. Four periods a week.

Course V.—Grammar; Prose Composition; Themes based on texts read and on history of German Literature. Wenckebach: Meisterwerke; Klenze: Deutsche Gedichte; Goethe. Dichtung und Wahrheit; Schiller: Wallenstein; Lessing: Nathan der Weise. Reference book: Kluge's Deutsche Literatur Geschichte.

Open to students who have completed Course III, or an equivalent. Four periods a week.

Course VI.—History of German Literature. This course gives the student practice in oral and written expression and at the same time traces the parallel development of the language, literature, social conditions and religious ideals of the times. The works read and discussed are: Lessing, Herder, Schiller, Goethe.

Open to students who have completed Course V, or an equivalent. Four periods a week.

Spanish.

To meet the increasing demand, particularly throughout the South and West, for Spanish as a part of the school curriculum, two courses in the language are offered.

Course I.—Elementary Spanish: Grammar and Composition; Matzke's Spanish Reader; Alercon: El Capitan Veneno; Galdos: Mariana.

Open to Senior Middle and Senior students. Four periods a week.

Course II.—Grammar and Composition continued; Galdos: Dona Perfecta; Fornan Caballero: Un Servilon y un Siberallto; Valera: El Comendador Mendoza; Calderon: La Vida es Sueno; Cervantes: Extracts from Don Quixote.

Open to students who have completed Course I. Four periods a week.

Mathematics.

The department of Mathematics is intended to develop in students the power and habit of concentration, of clear, consecutive, independent thinking, and of precise expression. The subject is closely correlated with business and with the physical sciences. These aims largely determine the courses offered, and the method of their presentation. A constant effort is made to render the elective courses so valuable that they will be attractive to the average student.

Course I.—Advanced Arithmetic: Review and Completion. Special emphasis is laid on commercial applications. The simplest conceptions of algebra and geometry are introduced.

Open to Freshmen. Five periods a week.

Course II.—Elementary Algebra: Algebra is approached as generalized arithmetic. Much time is spent on introductory ideas. The following topics are treated: Positive and Negative Numbers, Fundamental Operations, Equations with applications to Practical Problems, Factoring, Fractions, Ratio and Proportion, Linear Systems, Square Root, Radicals, Elements of Quadratics. Many of the more familiar theorems of geometry are introduced and made the basis of algebraic problems.

Sophomore year. Five periods a week.

Course III.—Plane Geometry: The step from the simple geometric discussions in arithmetic and algebra to rigorously logical demonstrative geometry is not attempted hastily. In the beginning the heuristic method predominates. Algebra is used to supplement the geometry. The principles of algebra are frequently reviewed. Many original exercises are assigned.

Junior year, in Classical Course, and open to students in Literary Course. Five periods a week.

Course IV.—Advanced Algebra. The topics covered in elementary algebra are thoroughly reviewed and amplified. The course also comprises Synthetic Division, Graphical Methods, Quadratics, Progressions, Logarithms, Variation, Binomial Theorem for Positive Integral Coefficients, Complex Numbers. Problems from arithmetic, geometry, and the physical sciences are made prominent.

Junior year, in Classical Course, and open to Juniors in Literary Course. Five periods a week.

Course V.—(a) Solid Geometry. Lines and Planes, Polyhedrons, Cylinders, Cones and Spheres are treated. Easily constructed models are used in the introductory work. Frequent references to plane geometry are made.

(b) Plane Trigonometry. The work consists of a brief Review of Algebra, Trigonometric Functions and Formulae, Theory and Use of Tables, Solution of Right and Oblique Triangles, with Applications to problems of physics and surveying, Inverse Functions, Trigonometric Equations. The data for several surveying problems is obtained in the field with the transit, tape, etc.

Open to Senior Middle students. Five periods a week.

Course VI.—1. Analytic Geometry. Graphical Representation of Points and Curves in a Plane, Determination of the Properties and Relations of Plane Curves by a Study of their Equations and Graphs. The Straight Line and the Conic Sections are fully investigated. The course includes an Introduction to Analytic Geometry of Three Dimensions.

2. Differential Calculus and an introduction to Integral Calculus. Differentiation and Integration of Functions, with the usual Geometric and Mechanical Applications.

Open to Seniors who have completed Course V. Five periods a week.

Course VII.—History and Pedagogy of Mathematics. Designed especially for prospective teachers of elementary and secondary mathematics.

History of Mathematics. Development from the earliest times, primarily from the biographical standpoint.

Pedagogy of Mathematics. The best educational thought of the day relating to the teaching of Arithmetic, Algebra and Geometry.

Open to Senior Middle and Senior students.

Chemistry.

Course I.—General Inorganic Chemistry: Lectures, recitations and individual laboratory practice in qualitative analysis.

Required of Senior Middle or Senior students in the Classical Course. Five periods a week.

Course II.—Organic and Household Chemistry: An introduction to Organic Chemistry with practical application in laboratory practice and with special reference to food analysis and to the problems of daily life. Course I is pre-requisite.

Required of students in Household Economics. Five periods a week.

Physiology and Hygiene.

Course I.—A course of six lectures on personal hygiene. The subject of dress, exercise, bathing, food, work, rest, etc., are considered.

Required of all students.

Course II.—General Physiology: A careful study of the forms and functions of the bodily organs, with a course in personal and community hygiene in relation to health, disease, contagion and infection.

Open to Senior Middle students and required of those in the department of Home Economics. Two periods a week.

Course III.—Household Bacteriology: A practical application of the germ theory to the hygiene of the home. This course is correlated with the study of foodstuffs with special reference to yeasts, moulds, and healthful and harmful bacteria. Lectures and laboratory work.

Open to Senior Middle students and required of those in the department of Home Economics. Two periods a week.

Biology.

1. An introduction to General Biology. The characteristics of living organisms, both plant and animal, are studied and the constant aim is to secure accurate observation on the part of the students

2. The Elements of Botany: A study of the structure, physiology and genetic relations of plants. Field excursions will supplement recitations and individual laboratory work.

Open to all Senior Middle students. Four periods a week.

Physiography.

A general course in Physiography: A detailed study of physical conditions and their influence upon the life and activities of man.

Open to Freshmen. Five periods a week.

Physics.

An elementary course in experimental Physics: Text-book study, lectures with laboratory demonstration, individual laboratory practice in the practical application of the problems of physical phenomena.

Open to Junior Middle students. Five periods a week.

Philosophy and Education.

The aim of this department is to make the student acquainted with the most important results of philosophical investigation and to bring these results into close connection with the needs and purposes of practical life.

Course I. Elementary Psychology: An introductory course of lectures, demonstrations and elementary experiments giving a general survey of the fundamental facts and laws of mind and the application of the psychology affecting ethics, economics, sociology and education.

Open to Senior Middle and Senior students. Four periods a week.

Course II. (a) Ethics. The aim of this course is to give to the student a comprehensive conception of the genesis, nature and realization of the ideal in human character and conduct.

(b) Aesthetics. The aim of this course is to develop in the student an appreciation of the beautiful in poetry, music, architecture, sculpture and painting.

Open to Senior students. Four periods a week.

Course III. History of Education: A brief review of the great movements in education from the pre-Christian era to the present day.

Open to Senior students. Four periods a week.

Bible.

A course extending through five years in the study of the Bible is offered. In order that each class may take advantage of the course one period a week is offered, and four periods may be counted as a point toward a diploma.

Course I.—Old Testament Stories.

Open to Sophomore students. One period a week.

Course II.—Historical Studies in the Old Testament.

Open to Junior students. One period a week.

Course III.—Life of Christ.

Open to Junior Middle Students. One period a week.

Course IV.—Biblical Literature and History.

Open to Senior Middle Students. One period a week.

Course V.—(a) Biblical Introduction.

(b) History of Comparative Religions.

Open to Senior students. Four periods a week.

Admission of Students.

Students who have completed the usual Grammar school grades, or who have finished the course of the Ward-Belmont Intermediate School, may be admitted without examination to the Freshman class or first year of the College Preparatory Course. Those who present certificates from approved College Preparatory or High Schools may be admitted without examination to advanced standing.

Special students are admitted on probation to the classes for which their former work seems to have prepared them.

Regulation of Studies.

The minimum requirement of recitation work will be sixteen recitation periods of forty-five minutes each per week, or an equivalent. Not more than twenty-one periods may be taken without special permission.

Electives should not be chosen without due regard to the course of study or previous attainment. A class in an elective study is not formed unless a sufficient number offer for it.

College Preparatory Course.

First Year.		Third Year.	
English II	*5	English IV-B	*3
Mathematics I.....	5	Mathematics III.....	5
Latin I-B.....	5	Latin III.....	5
History I.....	5	Greek or French or German....	5
		History II or III.....	5
Second Year.		Fourth Year.	
English III.....	5	English V-B	3
Mathematics II.....	5	Mathematics IV.....	5
Latin II.....	5	Latin IV.....	5
Greek or French or German...	5	Greek or French or German....	5
		Physics or Chemistry I.....	5

Elementary Courses.

Primary and Intermediate Courses, covering seven years, are offered. These comprise language studies, composition, arithmetic, geography, history, nature studies, penmanship, reading, spelling, etc.

COURSES LEADING TO THE ACADEMIC AND WARD-BELMONT DIPLOMAS.

GENERAL COURSE.

FRESHMAN.

Required:	
English II	*5
Elective:	
Mathematics I.....	5
Latin I.....	5
French I.....	5
German I.....	5
Physiography	5

CLASSICAL COURSE.

Required:	
English II	*5
Latin I-B.....	5
Elective:	
Mathematics I.....	5
Greek I.....	5
French I.....	5
German I.....	5
Physiography	5

GENERAL COURSE.

CLASSICAL COURSE.

SOPHOMORE.

Required:		Required:	
English III.....	5	English III.....	5
Mathematics II.....	5	Mathematics II.....	5
Elective:		Latin II.....	5
Latin	5	Elective:	
Greek	5	Greek	5
French	5	French	5
German	5	German	5
History I.....	5	History I.....	5

JUNIOR.

Required:		Required:	
English IV-A.....	5	English IV-B.....	3
Mathematics III.....	5	Mathematics III.....	5
Elective:		Latin III.....	5
Latin	5	Elective:	
Greek	5	Greek	5
French	5	French	5
German	5	German	5
History II.....	5	History II.....	5
Music, Art, or Expression....	5		

JUNIOR MIDDLE.

Required:		Required:	
English V-A.....	5	English V-B.....	3
Elective:		Mathematics IV.....	5
Mathematics IV.....	5	Latin IV.....	5
Latin	5	Elective:	
Greek	5	French	5
French	5	German	5
German	5	Greek	5
History III.....	5	History III.....	5
Physics	5	Physics	5
Music, Art, or Expression....	5		

SENIOR MIDDLE.

Required:		Required:	
English VI.....	2	English VI.....	2
English VII	3	Latin or Greek or French or	
Elective:		German	4
Mathematics V.....	5	Elective:	
Latin	4	English VII.....	3
Greek	4	Mathematics V	5
French IV or V.....	4	Latin V.....	4
German IV or V.....	4	Greek	4
Spanish	4	French IV or V.....	4
History IV.....	4	German IV or V.....	4
History of Art	4	History IV.....	4
History of Music and Appre-		Biology	4
ciation	2	Chemistry I.....	4
Biology	4		
Chemistry I.....	4		
Economics	2		
Psychology	4		
Music, Art, or Expression....	4		

*The Arabic numerals in these columns indicate the number of recitation periods a week, forty-five minutes in each period.

GENERAL COURSE.

CLASSICAL COURSE.

SENIOR.

Elective:

English VIII or IX or X.....	4
Mathematics VI	5
Latin	4
Greek	4
French	4
German	4
Spanish	4
History V.....	4
Chemistry I or II	4
General Physiology	2
Household Bacteriology	2
Sociology	2
Psychology	4
Ethics and Aesthetics	4
History of Education.....	4
Music, Art, or Expression....	4

Required:

Latin or Greek or French or German	4
Chemistry I (if not already taken)	4

Elective:

English VIII or IX.....	4
Mathematics VI	5
Latin	4
Greek	4
French	4
German	4
History V.....	4
Psychology	4

Points.

A point in a literary subject represents five periods a week for a year in Freshman, Sophomore, Junior, and Junior Middle classes, and four or five periods a week for a year in the Senior Middle and Senior classes. On this basis two periods a week for a year in the Senior Middle and Senior classes count a half point. A point in Music means one hour of recitation and nine hours of practice a week; in Art, ten hours of studio work a week.

The following limitations in regard to points must be observed:

1. Not more than four points may count in any one year except to make up a deficiency in a previous year;
2. No single point in a language, except French IV and German IV, may be counted toward a certificate or diploma;
3. Not more than three points may be counted in either Music, Art, or Expression, and not more than a total of four points in Music, Art and Expression;
4. At least eight points of the work required for a diploma must have been taken in Ward-Belmont in class or by examination.

Certificates and Diplomas.

The COLLEGE PREPARATORY CERTIFICATE is awarded to students who have finished the College Preparatory Course. The completion of at least 15 points is required in this course, as follows: 3 points English, 3 points Mathematics (II, III and IV), 4 points Latin, 3 points Greek, or a modern Language, and the remaining two History and Chemistry or Physics.

The ACADEMIC DIPLOMA is awarded:

1. To students who have completed 20 points in the Classical Course;
2. To students who have completed the 20 points constituting the Language Group in the General Course, as follows: 5 points English, 5 points Language, 2 points Mathematics (II and III or IV), 8 additional points elective;

3. To students who have completed the 20 points constituting the Language-Scientific Group in the General Course, as follows: 5 points English, 2 points Latin, 2 points Modern Language, 2 points Mathematics (II and III or IV), 4 points Science, 5 additional points elective.

The WARD-BELMONT DIPLOMA is awarded:

1. To students who have completed 24 points in the Classical Course;

2. To students who have completed 24 points in the general Course under the following limitations: 5 points English, 6 points Language, 2 points Mathematics (II and III or IV), 2 points History, 1 point Chemistry or Biology, and 8 additional points elective.

II. SCHOOL OF EXPRESSION.

This department offers to the special and general student an opportunity for thorough and scientific training in Expression. Its aims are: To help the student to "find herself," and to realize her powers and possibilities; to give such training as will develop her individuality; to train the voice and body to act in co-ordination with the mind; to teach the student how to think safely and strongly, how to read intelligibly and effectively, to familiarize her with what the master minds of the world have done toward expressing their ideas, to teach her to act a part without being mechanical and to represent a character without apparent effort or art, to prepare young women for effective work as readers and teachers of Expression and Literature, and to teach them to take their places at home or in their profession as true women.

The work of this department is arranged below to cover four years, but it may be so combined as to be completed in three. The Special Certificate in the School of Expression is awarded to those who complete satisfactorily the first three years of the prescribed course, and the Diploma is awarded those who complete satisfactorily the entire four years' course.

Our special catalogue of the School of Expression contains full information.

First Year.

Qualities of Voice, Oral English, Principles of Training, Pantomimic Problems, Recitations and Personal Development, Harmonic Gymnastics, Extemporaneous Speaking, Dramatic Rehearsal (Farce), Beginnings of Literature (Story Telling), Informal Recitals, English IV-A, Physical Training.

Second Year.

Qualities of Voice, Oral English, Principles of Training, Pantomimic Problems, Harmonic Gymnastics, Dramatic Rehearsal (Comedy), Public Speaking, Dramatic Criticism, Dramatic Thinking (Shakespeare), Browning and the Monologue, Informal Recitals, English V-A, History IV, Physical Training.

Third Year.

Voice Training, Visible Speech and Articulation, Dramatic Rehearsal (Comedy and Modern Drama), Pantomimic Problems, Harmonic Gymnastics, Vocal Interpretations, Rise of the Drama, Epochs of Literature, Platform Interpretation, Imagination and Dramatic Instinct, English VI and VII, Psychology I, Physical Training.

Fourth Year.

Voice Training, Vocabulary of Delivery, Dramatic Rehearsal (Comedy and Modern Drama), Interpretative Expression, Creative Expression, Methods of Teaching, Platform Art (Original Arrangements), Aesthetic Movements, History of Costume, Pageantry, English X and XI, History of Education, Physical Training.

Course I. (a) Voice Training: Reading with reference to a good use of the voice and a clear, direct giving of the thought; problems; poise and bearing, exercises for freedom of body from constriction.

(b) Creative Expression: Extemporaneous speaking; recitations to develop personality; principles of training through problems; dramatic rehearsal in farce to develop freedom in thinking.

Open to students who have completed English III.

Course II. (a) Responsiveness, ease, freedom, purity, mellowness, decision; methods of work by showing relation of mind and voice.

(b) Creative Work: Dramatic interpretation and training of the imagination. Story telling, literary interpretation, platform art, dramatic rehearsal (comedy). Pantomime in problems and readings.

Open to students who have completed Course II.

Course III. (a) Voice Training: Resonance; use of voice in conversation and narrative; visible speech; dramatic rehearsals (comedy); development of imagination.

(b) Creative Work: Impersonations in Browning's Monologue and original arrangements from modern literature or drama; vocal interpretations of the Bible; drill in methods; pantomimic problems and rehearsals for criticism; public presentation of original arrangements; study of modern drama.

Open to students who have completed Course II.

Course IV. Interpretative Expression: Primary forms of literature; fables, folk stories, allegories, lyrics, old ballads, conversation and story telling. This course is designed for students of mature minds who do not wish to take the regular courses, but desire assistance in interpreting particular forms of literature. One period a week.

Course V. Creative Expression: Interpretation of forms of poetry, or of modern drama. This course is similar in design to Course IV, and is open to students of the same maturity. One period a week.

Course VI. Creative Expression. A study of dramatic thinking; the forms of the drama; dramatic rehearsals from the sixteenth, eighteenth, nineteenth centuries, and modern plays; impersonations or platform interpretation, and a study of the monologue. Open to students of mature mind who have completed Course V. One period a week.

Course VII. Voice Training: Harmonic Gymnastics; practical problems for voice, body and imagination. This course is designed for public school teachers, or for those purposing to become such, for those actively engaged in club work, or in any position where public speaking is a necessity. One period a week.

Course VIII. Pageantry: Community festivals; correlation with history; music, art, folk-dancing and domestic art; the development of allegorical and historical pageantry. One period a week.

Course IX. Children's Course. The utilization of childish aptitude in imagination, song, fancy dancing, handcraft and rhythmic speech; oral interpretation of folk tales, lyric ballads, epic and dramatic poetry; the development of character through the dramatization of familiar stories.

III. THE SCHOOL OF ART.

The creative power, which, in a greater or less degree, is the possession of every human soul, should be recognized and cultivated, and that appreciation developed which is the beginning of all growth of Art. The study of Art involves the training of the eye, mind and hand, and that exercise of both skill and judgment which makes for power in an individual and creates efficiency no matter what the calling may be. Thus understood, the study of Art should have a place in every liberal education. The Ward-Belmont studios are in the new Administration and Academic building, and embrace five large rooms with excellent light. In addition to the regular studio equipment, an interesting library of art books and an extensive collection of plates and prints are maintained. Frequent lectures are given on the galleries of Europe and of America, and a careful study is made of the composition and technique of the greatest masterpieces. A student who wishes to specialize in Art is heartily advised to elect History of Art, a systematized study of the history and appreciation of Art. In every branch of the School of Art the object is to make the pupil proficient and to give her a foundation upon which she can build. The methods of instruction are varied, and are such as have been found to be the most efficient in developing the possibilities of each student, and in giving her the means of artistic self-expression.

Studio Classes.

I. Elementary—This work includes still life studies arranged for the beginner, for the drawing of which either charcoal or colored chalk is used, flower studies in chalk and cast drawing in charcoal. The first steps in the appreciation of form, proportion and values are taken in this course.

II. Cast Drawing—The cast model is used for the study of light and shade and line. Careful attention is given to proportion and to the construction of the human head and figure. The pupil is advanced to the life class as soon as these first difficulties have been overcome.

III. Oil and Water Color Painting—Facility in the use of oil and water colors is gained through still life and flower studies. As soon as the student is familiar with her medium, she is encouraged to undertake the more difficult work with the costumed model. Drawing is not overlooked in the painting classes, but a most rigid attention is paid to proportion and line.

IV. Life Drawing—The costumed model is used daily in the life drawing class. After becoming familiar with their materials, students are encouraged to begin work in this most interesting branch of Representative Art. The models are posed to help the pupil in the study of both composition and illustrations, and studies are produced in all the different mediums—oil, water color, chalk, pastel, pen and ink, charcoal and clay. Quick sketching is practiced frequently, and is most beneficial for all students, and for those making a specialty of illustration it is excellent training in character drawing.

V. Clay Modeling—Clay modeling is taught by the use of casts and living models. Especial attention is given to casting in plaster and its treatment with color.

VI. China Painting—China painting may be undertaken by those who are sufficiently advanced in drawing and design.

VII. Pen Drawing—Pen drawing is of special use to those desirous of becoming illustrators. A good foundation in drawing and values is necessary. Use is made in this class of casts, still life, flower studies and costumed models.

VIII. Pottery—A class in pottery offers opportunities to build, decorate, and glaze the pupil's own conceptions. A study is made of the compositions and uses of the different clays and glazes. A kiln is part of the equipment of the department, and the firing of pottery is taught.

IX. Outdoor Sketching—The campus offers ample opportunities for outdoor sketching. Application is made of the principles of composition, values, perspective and color.

X. Design—One day in each week instruction is given in the fundamental principles of design. The study tends to develop original thought, stir up latent ideas and induce activity of the imagination. Various applications of these principles are made by the entire class, to borders, rugs, book covers, stenciling, wood block printing, etc. The most advanced students design practical and artistic furniture and study methods of interior decoration. This class is required of all Art students.

IV. SCHOOL OF MUSIC

The Ward-Belmont School of Music possesses the combined virtues of the Belmont School of Music and the Ward Conservatory, both of which have long been the objects of the high praise and the generous patronage of educated musicians both in and out of Nashville. It is more than a complete modern Conservatory of Music—it will offer to music students what all of them need, supplementary work in English, French, German and Literature. The "mere musician," the talented player or singer who lacks general education, will be tomorrow more than ever before at a disadvantage, and will be regarded as by just so much less a musician. The best musical educators are agreed that general mental discipline should not precede but should continuously accompany musical studies; and schools of music are seeking what we have already at hand, intimate affiliation with literary class-room work. Under our system, musical study and practice are not allowed to suffer or be crowded out, but the student is shown how she may become both a cultured woman and a thorough musician. Our musical faculty is now probably the largest and most expensively maintained one in any school for girls in America. No teacher is chosen who has not had the best of advantages, most of them in both this country and Europe, teachers who have supplemented graduation from the leading conservatories with years of special study under the recognized masters of two continents. All of them are tested teachers. No novices are employed. Pianoforte, Voice, Violin and other stringed instruments, Pipe Organ, Theory, Harmony, Composition, the History and Literature of Music, Interpretation, Ear Training, Sight Reading and Chorus, Ensemble and Orchestral Work, Repertoire and Memorizing, and Faculty, Student and Artist Recitals, all, and more, take their appropriate places and contribute to the creation of a wholesome and inspiring musical atmosphere. Such an atmosphere, is possible nowhere except in a large school, where musical education is seriously

undertaken by a faculty composed of tested professional musical educators. Frequent student recitals are given, as are recitals and lectures by the faculty and other eminent musicians. Pupils may attend the best concerts in the city. Operas are frequently given by excellent companies, and the world's greatest artists appear in Nashville from time to time. The immediate and convenient value of these advantages at our own door will be the more apparent when it is known that our students may have throughout the season the great musical entertainments, but a very few of which other Southern schools can enjoy, and these only by means of travel and additional expense from the smaller towns into the city. Certificates and diplomas are conferred for finished work in this school.

For full information send for our Special Music Catalogue.

CURRICULA OF THE SCHOOL OF MUSIC

Requirements for Certificate

Teachers' Certificate in Piano Technic

1. Major Scales (minimum speed, four notes to M. M. 120), played with both hands in parallel motion through four octaves; Thirds; Sixths; Tenth. Contrary motion.
2. Minor Scales: Harmonic and Melodic, played with both hands in parallel and contrary motion; Thirds; Sixths; Tenth.
3. Diatonic and Chromatic Scales in velocity, in varied rhythms and illustrative of the legato, staccato and portamento touch; arpeggios in combined rhythms; illustrations of musical embellishments.
4. Chords: Major, Minor and Diminished Triads, Dominant and Diminished Sevenths, all with added octaves. Patterns of harmonic successions modulating through all keys.
5. Arpeggios. In various forms and harmonic successions.
6. Octaves. Scales and Arpeggios in various touches and rhythms.

History.—The candidate must have had two years in Music History, must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations; and must be able to outline satisfactorily the evolution of the piano, piano literature, and piano technic.

Harmony.—The candidate must be able to harmonize any figured bass or any melody, to extract the figured bass from two classical compositions, one to be a slow, the other a fast movement from a Mozart or Beethoven Sonata; to modulate between any two keys by various means, and to transpose any hymn or any ordinary composition.

Repertoire, Not Necessarily Memorized.—(May be presented in four divisions and during two successive years.)

Two complete Sonatas of Beethoven, one of which the candidate must have prepared independently; eight other movements selected from the more difficult Sonatas of Mozart and Haydn; one slow and one fast Concerto movement; more than half of Bach's two-part Inventions and four of his three-part Inventions; also most of Haberbier Opus 53; selections from Mendelssohn and Schumann; also from Chopin's Preludes, Mazurkas, Nocturnes and Valses, Cramer Studies and Czerny Op. 740; and six recital pieces of about the fourth grade.

Sight Reading.—The candidate must be able to play at sight the easier selections from Mozart's and Haydn's Sonatas and Mendelssohn's Songs Without Words; accompaniments for advanced violin and vocal music; any part of moderately difficult works arranged for piano ensemble.

Pedagogy.—The candidate for Teachers' Certificate in Piano must have had two years in Pedagogy and must be prepared to demonstrate lessons in rhythm, touch, technic, memory training, theory and fundamental harmony; also to assign studies and pieces to students of various grades. The candidate must be able to discover in the playing of pieces incorrect notes, rhythm, fingering, phrasing and pedalling.

Candidates for the Teachers' Certificate in Piano must announce themselves to the Director of Music at the opening of the year, and in addition to regular work under their respective teachers, are required to take with him a year's course of at least one lesson a week in Interpretation and Technic.

Requirements for Certificate in Piano.

Technic.—1. Major Scales (minimum speed: four notes to M.M. 112), played with both hands in parallel motion through four octaves; Thirds; Sixths; Tenths. Contrary motion.

2. Minor Scales: Harmonic and Melodic, played with both hands in parallel motion.

3. Diatonic and Chromatic Scales, in velocity and varied rhythm; also scales illustrative of the legato, staccato, and portamento touch.

4. Chords: Major, Minor, and Diminished Triads; Dominant and Diminished Sevenths, all with added octaves.

5. Arpeggios in various forms on Major and Minor Triads, Dominant and Diminished Seventh Chords.

6. Double Thirds: Major Scales (each hand alone).

7. Octaves: Diatonic and Chromatic Scales; all Tonic Triads.

Harmony.—A candidate for the certificate must be thoroughly familiar with the Major and Minor Modes (harmonic and melodic); Intervals; the Construction of Triads and Seventh Chords, their inversions and thorough-bass figures. The candidate must be able to recognize by sound fundamental positions of Triads and Dominant Sevenths, and to transpose any succession of Triads (not containing a modulation).

History of Music.—The candidate for the certificate must have had one year of History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

Sight Reading.—The candidate for the certificate must be able to play at sight: Hymns; either part of a moderately difficult Duet (Kuhlau or Diabelli Sonatas, for instance); accompaniments for moderately difficult songs or violin solos.

Repertoire, Not Necessarily Memorized.—One complete Sonata consisting of three or four movements; four other standard classical pieces or movements from Sonatas, one of which the candidate must have prepared without assistance or instruction from any source; six polyphonic pieces, two of which to be three-part Inventions; selections from Mendelssohn's Songs Without Words, Chopin Preludes and Mazurkas, Haberbier and Cramer Studies. All to have been studied within two successive years, and may be presented in four divisions during that time.

Memorized Repertoire.—The candidate for the certificate must have at least six solos, one of which shall be strictly classical, one polyphonic, and four either semi-classical or modern, all to have been acquired within twelve months preceding examination.

Sight Singing.—The candidate for certificate must have had one year in Ear Training and Chorus work.

Pedagogy.—The candidate must have one year in Pedagogy.

Requirements for Certificate in Violin.

Technic.—1. Major Scales, three octaves; and Minor Scales, two octaves (minimum speed, four notes to M. M. 100).

2. Scales illustrative of legato, spiccato, martele, staccato and long held tones, crescendo and decrescendo.

3. Arpeggios, grand, in three octaves, in various bowings.

4. Arpeggios on Dominant Seventh Chords, two octaves.

Sight Reading.—The candidate must be able to play at sight. Duets by Pleyel Mazas, or Sonatas of same grade of difficulty.

Memorized Repertoire.—The candidate must have at least six solos, representative of grades IV and V, one of which must be a principal movement (first or last) of a concerto by Rode, Hollander, Sitt, De Beriot, or another of equal standard. In addition to the memorized repertoire, the candidate must present a Sonata for Violin and Piano, not necessarily memorized, but all to have been acquired within the twelve months preceding examination.

The candidate must have studied Mazas, Op. 36, Vols. 1 and 2, Dont (preparatory to Kreutzer) and Kreutzer's exercises.

The requirements in Harmony and History of Music are the same as in Piano.

The candidate must have attended orchestra or ensemble rehearsals for at least one session, must be able to play on the Piano accompaniments to solos of medium difficulty, and must have finished the second grade in Piano.

Requirements for Certificate in Voice

The candidate must present a clear voice, perfectly even in its scale, free from tremolo or other serious imperfections, and the intonation must be pure and accurate.

The candidate for the Certificate in Voice must be able to sing: The Major Scale and the Melodic Minor Scale upward or downward from a given tone; exercises for the flexibility of the voice (diatonic progressions on Major Scales), four notes to M. M. 92; Arpeggios on Major and Minor Triads within the compass of a tenth; any major or perfect interval above or below a given tone.

The candidate must give illustrations of (a) Legato and Staccato on Major Scales; (b) Crescendo and Diminuendo on single tones; (c) Fundamental Phonetics; (d) the art of Singing Recitative.

The Memorized Repertoire must contain at least six solos, one of which must be from Opera and one from Oratorio, and the others to be of like standard, all to have been acquired within the twelve months preceding examination. The requirements in Harmony, History of Music, Sight Singing and Musical Vocabulary are the same as in Piano. The candidate must be able to sing at sight any part of a given hymn, any song not containing distant modulations, must be able to play hymns and accompaniments to moderately difficult songs on the piano; and must have finished the second grade in piano. The candidate must have had one year in Pedagogy.

Requirements for Certificate in Organ

Technic.—The requirements in manual technic are the same as in piano, excepting that the range of scales and arpeggios is adapted to the organ and that the minimum speed for pedal technic is considerably lowered.

Harmony.—A candidate for the certificate must be thoroughly familiar with the Major and Minor Modes (harmonic and melodic); Intervals; the Construction of Triads and Seventh Chords and their inversions, and must be able: To harmonize figured basses or given melodies both in writing and at the keyboard; to modulate between related keys; to recognize, by sound, fundamental positions of Triads and Dominant Sevenths, and to transpose any succession of Triads and Dominant Sevenths (not containing distant modulation).

Sight Reading.—The candidate for the certificate must be able to play at sight: Hymns, and arrange and register them suitably for congregational singing; moderately difficult accompaniments for anthems and solos; short trios for two manuals and pedals; to transpose a hymn or chant one tone above or below the original key; to play at sight a quartet in vocal score, four staves in G and F clefs.

Repertoire, Not Necessarily Memorized.—Easier Preludes and Fugues of Bach. One Prelude and Fugue and one Sonata of Mendelssohn. One complete Sonata of either Guilmannt, Merkel or Rheinberger, and to have been prepared independently. Selections from "Church and Concert Organist," by Eddy. Ten standard compositions, five of which must be by American composers. All to have been studied within two successive years, and may be presented for examination in four divisions during that time.

The requirements in History of Music and Sight Singing are the same as in Piano.

REQUIREMENTS FOR GRADUATION

Requirements for Graduation in Piano

Technic.—1. Major and Minor Scales, with both hands in parallel motion through four octaves (speed, four notes to M. M. 144); Thirds; Sixths; Tenths. Contrary motion.

2. Diatonic and Chromatic Scales, in velocity and varied rhythm; also scales illustrative of the legato, staccato, and portamento touch.

3. Chords: Major, Minor and Diminished Triads; Dominant and Diminished Seventh Chords, all with added octaves.

4. Arpeggios on Major, Minor and Diminished Triads; Dominant and Diminished Seventh Chords, in all positions.

5. Double Thirds and Sixths: Major and Minor Scales (each hand alone); Chromatic Minor Thirds.

6. Octaves: Diatonic and Chromatic Scales; Arpeggios of Major and Minor Triads and Chords of the Seventh.

Harmony.—The candidate for Graduation must be able to recognize at sight and to name all kinds of Triads, all kinds of Chords of Sevenths, Chords of Ninths, and augmented Chords in compositions; to recognize by sound all kinds of Triads and their inversions, the Dominant Seventh and its inversions; to harmonize any melody not containing distant modulations by means of Triads and Dominant Sevenths; to transpose any hymn or any ordinary composition not containing distant modulations.

History of Music.—The candidate for Graduation must have had two years of History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

Sight Reading.—The candidate for Graduation must be able to play at sight most of Mozart's Sonatas and the easier ones of Haydn.

Repertoire, Not Necessarily Memorized.—One movement from a standard Concerto; two complete Beethoven Sonatas, one of which the candidate must have prepared without assistance or instruction from any source; one Prelude and Fugue from Well-Tempered Clavichord; Standard Selections from Chopin, Schumann, Liszt and modern composers. All to have been studied within two successive years, and may be presented in four divisions during that time.

Memorized Repertoire.—The candidate for Graduation must have at least ten solos, one of which shall be a movement from a Concerto or a standard Sonata; two shall be polyphonic pieces, and of the remainder, some shall be semi-classical and some romantic, all to have been acquired within the twelve months preceding examination.

Sight Singing.—The candidate for Graduation must have had two years in Ear Training and Chorus work.

Pedagogy.—The candidate must have had two years in Pedagogy and must be prepared to demonstrate lessons in rhythm, touch, technic, memory training, theory, and fundamental harmony, and assign studies and pieces for students of various grades.

Candidates for graduation in piano must announce themselves to the Director at the beginning of the year, and in addition to regular work under their respective teachers are required to take with him a year's course of one lesson a week in Interpretation and advanced Technic.

Requirements for Graduation in Voice.

The candidate must present a clear voice, perfectly even in its scale, free from tremolo or other serious imperfections, and the intonation must be pure and accurate.

The candidate for Graduation in Voice must be able to sing: Major and Minor Scales (Harmonic and Melodic) upward or downward from a given tone; exercises for the flexibility of the voice (trills and diatonic progressions on Major Scales), four notes to M. M. 120; Arpeggios on Major and Minor Triads and Dominant Seventh Chord within the compass of a twelfth; above or below a given tone any perfect, major, minor, diminished or augmented interval; also the Chromatic Scale upward or downward from a given tone.

The candidate must give illustrations of (a) Legato and Staccato on Scales and Arpeggios; (b) Crescendo and Diminuendo on single tones and scales; (c) phonetics applied in several languages; (d) the Art of singing Recitative.

The Memorized Repertoire must contain at least ten solos, chosen from Grand Opera Oratorio, German Lieder and others of like standard, all to have been acquired within the twelve months preceding examination. The candidate must prepare a classic Aria independently. The candidate must have had two years in Pedagogy and be prepared to demonstrate lessons in voice placing, breath control and phonetics, and assign studies and songs to students of various grades.

The requirements in Harmony, History of Music, Sight Singing, and Musical Vocabulary are the same as in Piano. The candidate must be able to sing at sight any part of a hymn, any song not containing distant modulations, and be able to play hymns and accompaniments to more advanced songs, on the piano.

The candidate for graduation in Violin or Voice must have finished the third grade in Piano.

Requirements for Graduation in Violin.

Technic.—1. Major Scales, three octaves, and Minor Scales, two octaves (minimum speed: four notes to M. M. 120); Minor Scales also in three octaves not necessarily so fast.

2. Scales illustrative of legato, spiccato, staccato, martele and long held tones, crescendo and decrescendo.

3. Major Scales, two octaves, in varied rhythms.

4. Scales, one octave, in thirds, sixths, and octaves.

5. Arpeggios, grand, in three octaves, in various bowings.

6. Arpeggios on Dominant Seventh Chords, two octaves.

Sight Reading.—The candidate must be able to play at sight, Sonatas by Haydn and Mozart, the less difficult Sonatas of Beethoven and other violin music of a similar grade.

Memorized Repertoire.—The candidate for graduation must have at least ten solos, one of which shall be a principal (first or last) movement of a modern standard Concerto; one shall be a large concert piece, and of the others, some shall be classical or semi-classical and some romantic. The candidate must also present a classic Sonata for Violin alone, and a classic or modern Sonata for Violin and Piano, not necessarily memorized, but all to have been acquired within the twelve months preceding examination.

The candidate must have studied Kreutzer, Rode, Fiorillo and Gavini's exercises.

The requirements in Harmony and History of Music are the same as in Piano.

The candidate must have attended orchestra or ensemble rehearsal for at least two sessions, and must be able to play on the piano accompaniments to more difficult solos.

Requirements for Graduation in Pipe Organ

Technic.—The requirements in manual technic are the same as in piano, excepting that the range of scales and arpeggios is adapted to the organ. The minimum speed for pedal technic (scales and arpeggios) is considerably lowered.

Harmony.—The candidate for Graduation must be thoroughly familiar with all kinds of chords; be able to harmonize any figured bass or any given melody; to modulate between any given keys in various ways; to improvise preludes and interludes freely or upon a given theme; to transpose any hymn or any ordinary composition not containing distant modulations; to recognize by sound all kinds of triads and their inversions, and the Dominant Seventh and its inversions.

Sight Reading.—The candidate must be able to play at sight trios of intermediate grade for two manuals and pedals; short selections of vocal score in four staves in C, G and F clefs; to transpose a short passage in reduced score to any key within a Major third above or below the original; to make an effective adaptation of piano accompaniment.

Repertoire, Not Necessarily Memorized.—Two advanced Preludes and Fugues of Bach. One complete Sonata of either Rheinberger, Mendelssohn, Merkel, Guilmant; and to have been prepared independ-

ently; a Symphony of Widor or Lemare. Concertsatz No. 2, by Thiele. Ten standard compositions, five of which must be by American composers, all to have been studied in two successive years and may be presented for examination in four divisions during that time.

History of Music.—The candidate for graduation must have had two years of History of Music, and must have acquired a musical vocabulary embracing the musical terms in common use and their abbreviations.

V. DOMESTIC SCIENCE AND HOME ECONOMY.

Such vital and far reaching changes have been wrought within recent years in the economic conditions of the home that a corresponding adjustment has been effected in the entire plan of education. None of these economic changes has been more vital than the raising of the standard of housekeeping to its proper place among the sciences.

The courses in Domestic Science and Domestic Art are designed to give young women such information concerning the management of the home as will enable them to regulate, comprehensively, economically and artistically, the functions of the home, including cooking, serving, caring for the sick, marketing, menu making, food combinations and values, and to do so with absolute certainty of accurate, successful results. The work of this department furnishes the best possible preparation for the varied duties of home-management and for the special work of teaching Domestic Science and Art. The courses are carefully planned in sequence for those who wish to work for the Diploma of the department, but are open by arrangement to any student who may apply for them.

Our special catalogue of the School of Domestic Science and Home Economy gives full information.

1. Domestic Science.

First Year—Cookery A: Home Nursing, Diet, Disease, Home Administration, Physiology and Hygiene, Physics, English V-A.

Second Year—Cookery B: Demonstrations in Cookery, Home Sanitation, Evolution of the Home, Laundering, Inorganic Chemistry, Domestic Art I; Elective: Physiology I, Biology.

Third Year—Cookery C: Experimental, Invalid Cookery and Home Nursing, Dietetics, Organic Chemistry, Chemistry of Foods, Civics and Health, Bacteriology; Elective: Theory and Practice of Teaching, History of Education, Domestic Art I.

I. Cookery A: A study of the principles of cookery, composition of foods, and combination of material. Practical work in plain cookery, salads and simple desserts. Two laboratory periods and one lecture period a week.

II. Cookery B: The planning and serving of properly balanced meals, the cost of food, marketing. Two laboratory periods and one lecture period a week.

III. Cookery C: An advanced course, demonstrating the effects of different proportions, degrees of heat and cold, acids and alkalies. Two laboratory periods and one lecture period a week.

IV. Home Administration: The care of the kitchen and dining room, together with their furnishings; the planning, buying, preparation and serving of menus suitable for various occasions; the simplification of home duties; division of income and keeping of accounts. One period a week.

V. (a) Home Sanitation: Ventilating, heating, illuminating and plumbing of houses; the study of location, construction, drainage, water supply and disposal of waste from a sanitary standpoint. Reference work.

(b) Evolution of the Home: Study of designs and equipment of houses from pre-historic times to present-day architecture; interior decoration, including style of furnishings and combination of colors. One period a week.

VI. Laundering: Lectures, discussions and laboratory work. This course covers the theory of water as a solvent, treatment of hard water, chemical study of soap, starch and bluing, testing of fabrics, removal of stains. One laboratory period and one lecture period a week for half year.

VII. (a) Home Nursing: A correct method of home care of the sick. Care of patient and room, baths and bathing, sick-room methods, contagion and disinfection, first symptoms of diseases, relief in emergencies, first aid to the injured and bandaging.

(b) Diet in Disease: Food in relation to disease, kinds of diet, invalid cookery, preparation of trays. One period a week.

VIII. Dietetics. Dietary standards as influenced by occupation, age, weight, climate, sex, income, and various diseased conditions; the making of dietaries. Reference and lecture work. One period a week.

IX. Theory and Practice of Teaching Domestic Science: The place of Domestic Science in the modern school curriculum, correlation with other subjects, course of study, methods of presentation, estimation of the cost of equipping laboratories. The laboratory work consists of both observation and practice teaching. One recitation and one laboratory period a week.

2. Domestic Art.

I. (a) Sewing: Instruction and practice in the following—hand and machine sewing applied to undergarments; simple embroidery, patching and darning; the use of sewing machine and its attachments; the use of commercial patterns.

(b) Textiles: Lectures dealing with cotton, linen, wool, silk and the lesser fibres; the development of the textile industries; the finishing and properties of various fabrics; their identification, widths, prices and uses. Three periods a week.

II. (a) Dressmaking: The drafting of patterns; the cutting, fitting and making of a tailored waist and shirt and a one-piece shirt-waist dress; the making of an afternoon or evening dress with discussion of appropriate ornamentation.

(b) History of Costume: Lectures on costumes of all periods; evolution of dress; its development in beauty and convenience. Discussion of laces, embroideries and tapestries. Three periods a week.

III. Millinery. Practice in making and covering of frames and preparation of bindings, milliners' folds, edge finishings, bows, etc., and the placing of them upon hats; a discussion of the types of hats. One period a week.

VI. SCHOOL OF PHYSICAL EDUCATION.

The building of the body, its training for both utility and grace, and its protection from disease and weakness, make the department of Physical Education one of the greatest importance. The new gymnasium, with its facilities for laboratory work in anatomy, physiology, hygiene and corrective gymnastics; the swimming pool, the tennis courts, the basket ball and hockey fields, provide ample equipment for conducting this important work. Physical training is given free of charge to boarding students, and is required of them for at least two periods a week in every year. A thorough examination will be given each student at the beginning of the session, and all measurements taken will be preserved. All work is done under expert supervision, and students are carefully advised as to when to take exercise, how and how much.

The work of this school includes various departments. Practical gymnastics, gymnastic games, and fencing form an important part of the indoor work. The value of aesthetic movements and of folk games and dances as a means of acquiring grace, has been recognized of late years, hence these are included in the course. As part of the required work, every pupil physically fit to do so is expected to learn how to swim. Another and very important branch embraces practical work in outdoor games and track athletics, basket ball, hockey, and field day exercises. Because of the greater hygienic value of outdoor exercise fully two-thirds of the work is done in the open. Frequent opportunities are afforded for horse-back riding. Throughout the department the exercises are suited to the precise needs of the individual pupil, and the constant aim is to bring each girl nearer the physical ideal.

In addition to the work required a three-year course in Physical Education is offered, upon the completion of which a Diploma in Physical Education will be awarded. This course is as follows:

Our special catalogue of the School of Physical Education contains full information.

First Year.

Theory—History of Physical Education, Anatomy, Physics, Normal Instruction in Gymnastic Games, English V-A.

Practice—Marching, Practical Gymnastics, Athletics, Aesthetic Movements, Swimming, Horseback Riding, Voice Training.

Second Year.

Theory—Chemistry I, Physical Diagnosis, Kinesiology, Psychology, English VII.

Practice—Figure Marching, Practical Gymnastics, Outdoor Games and Athletics, Aesthetic Movements, Gymnastic Plays and Games, Swimming, Fencing, Horseback Riding, Voice Training.

Third Year.

Theory—Physiology and Hygiene, Chemistry of Nutrition, Anthropometry, Normal Instruction in Folk Dancing, Ethics and Aesthetics.

Practice—Fancy Marching, Advanced Practical Gymnastics, Corrective Gymnastics, Plays, Games and Folk Dancing, Advanced Voice Training and Pantomime, Swimming, Fencing, Horseback Riding.

VII. SCHOOL OF SECRETARIAL WORK

Mere stenographic work opens too narrow a field of activity and usefulness for many of the women of general education who must earn their own livelihood. Latterly, however, the cultured and capable stenographer has made a field for herself, and for this profession, the profession of secretarial work, we are undertaking to equip such of our students as expect to enter the business or professional world with their own fathers or in other capacities where the highest order of intelligence is required and the finest virtues are honored. In this course shorthand and bookkeeping are taught by practical experts. Several gifted teachers, one of whom formerly held for years a position in one of the leading business colleges of America, give complete courses in bookkeeping, typewriting, office methods, and the art of shorthand writing, the Benn Pitman method, with assimilation of practical principles from Graham, Munson and later authors. Drills are given in adaptation of shorthand writing to home life, school work, lecture courses and commercial offices, as is instruction in all forms of typewriting, the touch system.

Distinctive Ward-Belmont Merits.

Splendidly equipped Domestic Science laboratory.

One resident teacher for every ten resident students.

Up-to-date gymnasium, with shower baths, and swimming pool.

Most modern and beautiful Academic building, for recitation uses alone.

A Travel Club for summer touring in Europe is maintained by the school.

Elegant light, airy dining hall, and scientifically equipped kitchen and bakery.

Most expensively maintained faculty, handsomely equipped buildings and beautifully planned grounds.

Faculty large, skilled, and scholarly—an advantage which a smaller, or less expensive, school could not offer.

Music teachers are all conservatory trained under the best masters in America and Europe, and their own methods are the latest and best.

Financially so independent and with such high ideals for character and culture that the unworthy and the hopelessly indolent are not retained.

Every city advantage near enough to be had with ease, and all urban dangers and temptations to dissipation of mind so remote as not to molest.

Organization of classes so systematic and the teaching force so complete that the talented need not be retarded nor the less-gifted hurtfully hurried.

The residence halls and the academic building are entirely separate, a fact which contributes in large degree to the true atmosphere of home and quiet and rest.

Every class-room sun-lit and well ventilated, every corridor wide and airy, and every bed-room window opening on our attractive out-of-doors. Seventy bed-rooms with adjoining bath.

Student body representative of the best homes in thirty or more States, thus affording to a young woman the broadening educational advantage of a desirable nation-wide acquaintanceship.

Interested, self-forgetting, painstaking and conscientious work done by the teachers and kindly but resolutely and uniformly required of the students—no superficial teaching nor reciting tolerated.

Classes just large enough to insure zestful enthusiasm and yet small enough to guarantee adequate individual attention. Thirty-five class-rooms, besides music studios and practice rooms.

Provision is made to allow attendance upon lectures, concerts, and the wholesome entertainments that abound in this college and university capital, whither come the celebrities and artists of many lands.

With the exception of a few single rooms, each bed-room is for two girls, and is furnished with single beds, separate closets and the usual other comforts to which girls from cultured homes are accustomed, and which assure the dignity and privacy so essential to womanly refinement and worth.

Ward-Belmont is so much in favor with Northern patrons that practically every State north of the Ohio River boundary from New York to Oregon is constantly represented. Since the mild climatic conditions and the high educational opportunities are alike ideal, nearly one-fourth of our student body now comes from the North.

Several members of the household, called Hostesses, devote their entire time, each to the training of a limited number of girls in extra-class-room conduct and duty. The Hostess advises in all such questions as appropriateness and simplicity in dress; neatness and order in the bed-rooms, and refinement and good behavior everywhere. She visits all of the bed-rooms in her section of the buildings one or more times daily, and is always accessible for counsel during the free time of the students. In a word, she performs the office of the refined mother in a Christian home.

The Young Women's Christian Association is supported by the faculty and participated in by most of the leading students. The religious life and training include also systematic Bible and mission study, regular Sunday School work, daily devotional exercises, continuous visits by the pastors of the city, frequent special evangelistic and religious educational meetings, the encouragement of personal work, and a great variety of other methods of preserving and promoting the best religious ideals of our patronizing homes. The students are required to attend church in the city—their own churches in every instance, unless parents otherwise direct us in writing.

School girl enjoyment, pure fun that neither hurts the fun-maker nor humiliates others, is never suppressed. Girlish gaiety is not only not prohibited, it is in season encouraged. Entertainment, wholesome frolic—these are as necessary to normal young life for health and usefulness as are serious study and training; but when we work we work earnestly, and when we play we play joyously—and we do both with genuine enthusiasm, for we recognize the fact that in a school, as in the larger world, the problems and perils of leisure are greater than are those of labor, and that there is much fine philosophy in the characteristic counsel of an American President, "When you play, play hard! When you work do not play at all."

Sterilized, aerated and cooled water runs to drinking fountains on every floor. Steam heat, modern plumbing and city sewerage. Hot and cold water baths on each floor and in many bed-rooms. Every provision against fire—regular fire drills, fire escapes, fire extinguishers, fire hose, and still no fire in the building except in kitchens and

bakery, which are absolutely fireproof. Intelligent watchman constantly on duty. Food and milk supplies regularly inspected by city officials. Physicians of the patron's own choosing. Large, sunny and airy infirmary in the main building, and an isolated detention hospital, both professionally superintended by trained nurses in constant attendance—thus, and in many other ways, are life and health sacredly guarded.

Student Customs, and Suggestions to Possible Patrons.

The discipline of the school is parental, and there is no long code of laws; the pupils are encouraged to do right from principle; they are placed on their honor, and such conduct is insisted on as becomes a lady. None of the regulations and customs herein outlined are designed to take the place of the honor system, which is recognized as better than and above all law. Self-discipline develops the highest type of womanhood. In the process there have, however, grown up the following good customs; and the mere act of entrance constitutes on the part of the student her pledge of obedience and respect; and any deliberate infringement of these customs and regulations constitutes at once a double misdemeanor—violated obligation and disregard of authority:

Sunday visitors discouraged.

Plans for daily exercise are rigidly executed.

Profuse or gaudy room decoration disallowed.

Borrowing and lending are firmly discouraged.

Four grade reports a year are sent to the homes.

City correspondence allowed only on written request from parents.

Visitors received in the parlors, not in rooms or residence halls.

Occasional receptions are given for the promotion of high social ideals.

Students never leave the campus without permission of the management.

Rooms must be left in order. Servants do the daily sweeping and cleaning.

All mail, messages and express subject to the inspection of the management.

No men callers received except by written parental permission addressed to the school.

A diet table is maintained for those adjudged by physicians as requiring such special care.

The management reserves the right to dismiss any pupil whose influence is felt to be bad.

Parents or guardians who register students thereby accept all the conditions in this catalogue.

Good principles and honorable conduct are conditions to certificates, diplomas, and honors.

Night study hall is open to all who wish it, and is required of those who will not study in their rooms.

Only illness, necessitating infirmary residence, is adequate excuse for absence from class or practice room.

Except where they are in the homes of near relatives non-resident pupils are required to board in the school.

A testimonial of character and health must accompany or follow each new pupil's application for admission.

While the true spirit of true courtesy is expected in all students the details of etiquette are also emphasized.

Students who wear glasses should bring two pairs to avoid loss of time when glasses are lost or must be mended.

All articles sent by freight or express should be prepaid, and plainly and indelibly so marked before leaving home.

Visiting in the city not allowed except by written permission from parents, and then not oftener than once a month.

For obvious reasons chafing-dishes will not be allowed in the student's room. A room is provided for such use.

Parents and guardians are requested not to make large allowances for spending money; it only encourages extravagance.

Absolute promptness and regularity in response to bells constitute a part of the daily drill—a valuable element of true education.

Taste, economy, and propriety in dress are the subjects of constant care on the part of every member of our large faculty household.

All boarding students, however many "extra" or voluntary subjects they take, will be required to have at least one literary recitation per day.

Students who have proved their absolute trustworthiness are elected to the Self-Government Roll—a wholesome beginning in student government.

Rooms in the boarding department are assigned in the order of application. There are no inside bed-rooms and none poorly lighted or ventilated.

Students who during the school year show themselves unworthy or incapable of harmonious adjustment to their environment are not invited to return.

For the sake of health and study only boxes of fresh fruit—no other eatables—are received by the young ladies even from their own homes, except at Christmas.

The utmost freedom and frankness in correspondence is accorded to and urged upon our patrons, the mutual faith of school and patron being necessary to the highest success.

A strong teacher-tutor is provided at moderate cost for students who, for physical or other reasons, need coaching to enable them to overtake, or keep pace with, the members of their classes.

All students are entered for the unexpired part of the school year and are charged accordingly, except during the first four weeks of the year, when no reduction is allowed for delayed entrance.

Close parental co-operation is hereby besought to discourage frequent and unnecessary dropping of studies and changes of teachers and recitations, habits most injurious to education and character.

Ward-Belmont is not prepared to be of service to students who, on account of ill health, do not expect to do a reasonable amount of work, or, because of disinclination, are unchangeably resolved not to work.

Besides the regular infirmary, over which a trained nurse constantly presides, we have a fully equipped isolated cottage retreat under professional auspices, for any possible case of communicable disease.

Each Music student must attend the classes in Theory or Harmony, and Ear Training, the branches to be decided upon by her music teacher in conjunction with the instructor conducting the above mentioned classes.

All permissions of parents or guardians should be written and addressed to the management, and are subject to the approval of the management. Even during the visits of parents, pupils are still under the regular order of Ward-Belmont.

Special Music, Art, or Expression students residing in Ward-Belmont are expected to meet the minimum requirement of sixteen recitation periods a week or its equivalent of seven hours daily work, including at least one literary subject.

Ward-Belmont can loan no money to students, our experience being that thereby extravagance would be encouraged. Drafts made by students on their homes are not honored by us without written order from parents or guardians. No accounts should be opened in the city.

Boarding students are under school regulations from the moment of their arrival in Nashville until their departure; and parents should not, without conferring with the school, grant social or other permissions in the city before the student enters or after she leaves school.

It is always a pleasure to receive as visitors our patrons, but for the evident reason that the number of such visitors during the year is necessarily large, and because protracted visits hinder study, individual visits are not expected to be extended beyond two days at a time.

Trained dietitians devote their entire time to supplying our table with just the abundance and variety of wholesome food which experience proves to be necessary and adequate. Supplementary boxes of provisions from home are never needed, and are usually injurious to health and efficiency.

The college bank, with its system of pass books, deposit slips, checks and monthly balance reports, not only cares for the spending money of students, but teaches them how to keep a bank account, draw checks, and conduct their own financial affairs. We are responsible for no funds or valuables not deposited in our vaults.

The following thirty-two States were represented during the past year in the two schools which now form Ward-Belmont: Alabama, Arkansas, California, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Mississippi, Missouri, Nebraska, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, West Virginia.

Only one holiday is allowed at Thanksgiving, and as it is appropriately observed students should not be expected to go home or to visit in the city that day. The Christmas holiday season extends for a fortnight, and it is of the greatest importance that students stay to the last roll-call and return on time, a reward of merit, the "Christmas Roll of Honor," being given for such faithfulness. Other single holidays are given as surprises and at rare intervals, as the health or weal of the student body may require.

Parents and guardians are requested to co-operate with the school in securing good attendance. Our school year is not trying in length, and it is broken by a liberal holiday at Christmas time. Students should be on hand the opening day of school and at roll-call after the Christmas holidays, and should remain for the last roll-call before Christmas and until the student body has been dismissed after commencement. Much educational value attaches to the commencement season, and no student should miss any part of it.

Concerning Charges and Terms

In what follows, we have named in every instance the lowest terms consistent with the accommodations, equipment and high quality of teaching furnished. We are prepared to prove to the satisfaction of the discriminating that though Ward-Belmont is not "a cheap school," it is, in the class to which it belongs, not by any means "an expensive school." The charges are for the whole school year, and reductions cannot be made if the patron or the student for any reason, except the long illness of the girl herself, concludes to withdraw during the year. A school is not like a hotel—vacated rooms cannot be filled during the term, and when a patron contracts for a room he expects to keep it for the year, and would have just ground for protest if it were taken from his daughter without good cause. As Ward-Belmont's rooms are much in demand before the opening, and as applicants who would take the rooms for the whole year are often crowded out by previous applicants, it is neither ethically nor legally permissible for one of these earlier successful applicants to withdraw and expect the return of fees paid or due. The vacant room becomes a complete loss to the school, whose fixed charges continue—teachers' salaries, heat, light, service, interest charges on a large investment, etc., etc. Hence, following the almost uniform custom of reputable schools, we shall expect full and prompt payment for the unexpired part of the year, unless the student is absent on account of her own illness, and for at least a month, when we shall divide equally with the parent the full pro rata loss for absence.

Ward-Belmont has no "confidential terms," no "lower rates," and nobody is authorized by us to negotiate with prospective patrons except upon the exact figures and terms named in this catalogue.

EXPENSES AT WARD-BELMONT, NASHVILLE, TENN.

The school year consists of one term, beginning Thursday, September 25, and ending Wednesday, May 27, and the charges here named are for the whole year. While the entire year's expenses are due and payable on or before the opening day of school in September, for the convenience of patrons we accept the amount in two payments, as explained below.

An advance registration fee of \$10.00 should be forwarded with the application, which amount will be credited on the first payment on entrance.

Board, furnished room, steam heat, electric light, servants' attendance, plain laundry within stated limits, tuition in two or more subjects in the Literary Department, including French, German, Latin and Greek, Physical Education, Swimming, Use of Gymnasium, and use of Library.....\$400 00
Due on entrance, but payable, \$250 September 25, balance January 2.

The above named fee includes Physical Education and one or more modern languages, both of which in Belmont and Ward, as in practically all other such schools, have been charged for as "extras," at a cost of at least \$50. Swimming, always an extra elsewhere, is also included,

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so that the total sum, \$400.00 for boarders, is not only not an advance, but an actual reduction of expenses, and that, too, in spite of the fact that we are making vast additions to the equipment and faculty. Our purpose is to reduce the number of "extras," and to make no additional charge for such subjects as are required in the course, or as are needed by all. French and German are now so generally required for graduation in the best colleges, and so necessary to a good education; and physical education is so vital to the health of girls and young women, that we have determined to include both without extra charge.

Students who take work in two or more "extra," or voluntary, subjects, and who cannot find time in addition for more than the required one Literary recitation per day, will be charged for "board, etc.," only.....\$375 00
 Due on entrance, but payable, \$250 September 25, balance January 2.

THE ONLY OTHER FEES REQUIRED.

Laboratory fee, for students of Chemistry, Biology and Physics (extra charge for unnecessary breakages or wastefulness)	\$ 5 00
Graduation fee, for seniors	10 00
Certificate fee, for students entitled to certificates	5 00
Infirmary fee, medicines, sick room rental and trained nurse's attention	2 00
Fall and Winter uniform.....	\$30 00
Spring uniform.....	12 50

VOLUNTARY EXPENSES—"EXTRAS"—IF TAKEN. CHARGES PER SCHOLASTIC YEAR.

Due September 25, but payable three-fifths on entrance, balance January 2, 1914.

Piano, individual lessons, two per week.....	\$ 80 00
Piano, individual lessons, two per week, with Mr. Henkel.....	100 00
Piano, individual lessons, two per week, with Dr. Winkler.....	125 00
Voice, individual lessons, two per week	90 00
Voice, individual lessons, two per week, with Mr. Washburn.....	125 00
Use of practice piano, one and a half hours per day per year (each additional hour, \$10.00)	15 00
Violin or 'Cello, individual lessons, two per week.....	90 00
Orchestra Class, free to violin pupils.....	20 00
Theory and Ear Training	10 00
Harmony and Musical Pedagogy, in class, each	20 00
Harmony, individual lessons, two per week	80 00
Pipe Organ, two lessons per week.....	100 00
Use of Practice Organ one hour per day, per year.....	30 00
Mandolin, Banjo, Guitar, each	80 00
Domestic Science and Domestic Art, one course each	80 00
Domestic Science, one course	50 00
Domestic Art, one course	40 00
Materials used in Domestic Science, each course, per year.....	10 00
Art, two hours per day (extra hours each, \$20.00)	80 00
Arts and Crafts, three hours per week, per year	40 00
Spanish and Italian, each	30 00
French, German and Greek, free to boarding students, each	30 00
Expression, private lessons, two per week.....	80 00
Expression, in class, number limited, and carefully classified.....	50 00
Expression, in class, and one private lesson.....	80 00
Expression, in class, and two private lessons	100 00
Physical Education and Swimming, in class, per year (every other day), free to boarding students	30 00
Physical Education (every day) and Swimming, in class, to boarding students, \$20.00; to others, per year	40 00
Physical Education and Swimming, private lessons (per year), to boarding students, \$30.00; to others	60 00
Shorthand, Typewriting and Bookkeeping	80 00
Shorthand and Typewriting, with use of typewriter.....	50 00
Bookkeeping	40 00
*Star Entertainment Course (suggestive)	5 00
†Church Contributions (suggestive), 15 cents a week.....	5 00

*In addition to the several really great concerts and lectures which may be heard in Nashville during the year, we have determined to bring

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to the auditorium of Ward-Belmont during the season six or more of the finest and most educational entertainments in America, and at a cost of at least \$3,500, provided our patrons will thus share with us the expense. The small fee suggested—not required—will enable the student to hear these entertainments at a rate much lower than if she paid for individual tickets.

†Accustomed, as they are, in their home churches, to make regular weekly offerings, students who attend the Nashville churches of their own family's choice, should keep up the admirable habit. The churches, too, naturally expect it. The small sum here suggested as a minimum, will not be burdensome, and parents will naturally be inclined to encourage their daughters to continue such systematic giving.

No voluntary subject, or "extra," will be commenced for less time than four months, and if discontinued will be charged accordingly.

Clergymen in active ministerial work are allowed a discount of sixty dollars on the regular course, and twenty per cent on "extras."

No reduction will be made except in cases of the protracted illness of the student herself, when the loss will be equally shared with the patron, if the illness has kept the student for a month or more out of the school building. There will be no reduction for time lost at Christmas, nor during the first four or last six weeks of the term.

For special booklets of the Schools of Music, Expression, Art, or Domestic Science and Home Economy, or for a handsome book of A Hundred Ward-Belmont Views,

Address: THE REGISTRAR, Ward-Belmont, Nashville, Tenn.

**CERTIFICATE AND GRADUATING CLASSES, BELMONT
COLLEGE, MAY 21, 1913.**

CERTIFICATES OF PROFICIENCY.

Expression.

Barnwell, Irene	Haller, Elma	McConnell, Otice
Binford, Gladys L.	Haywood, Ruth	Moore, Jeannette
Daniel, Bertha	Kugelman, Sadie Belle	Rickman, Margaret G.
Davidson, Ruth E.	Leftwich, Marion Emily	Robertson, Mary Daie
Davis, Ethel Brown	Marley, Annie Laurie	Rowland, Marion T.
Gray, Mrs. Janie B.	Martin, Emily Hayes	Snyder, Eulalie
Griffin, Ethel	Mayes, Ruby	Stoddard, Helen

Art.

Clayton, Ruth	Huddleston, Mary L.	Martin, Emily
Cotton, Marguerite	Kroehle, Ortrude	Wilson, Alberta
Cook, Mary Virginia		

Piano.

Black, Clyde	Head, Brenda Douglas	Rankin, Alma Louise
Boddie, Sara Frances	James, Adelaide D.	Street, Mary G.
Buford, Mrs. Madge P.	Kernachan, Carrie M.	Warnock, Ethel
Cartwright, Marguerite	McFarland, Ethel V.	Wilson, Lucy M.
Fry, Josephine	Wilson, Lucy M.	

Pipe Organ.

Haggard, Adelaide	Wylie, Montrose
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Voice.

Butler, Louise	Rankin, Alma Louise	Sullivan, Gypsy
Campbell, Lee-Edda	Smith, Agnes Amanda	Wilson, Lucy M.

Domestic Science.

Clark, Margaret	Goodin, Harriet	Gregg, Cora Esther
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Domestic Art.

Byrne, Marie Louise

German.

Baskett, Bessie L.	Fist, Helen	Hollenbeck, Dorys
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Latin.

Baker, Eleanor	Boyd, Mozelle	Hopkins, Sadie
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DIPLOMAS IN SPECIAL SCHOOLS.

English.

Black, Clyde	Goodin, Harriet May	Newman, Martha H.
Culver, Ethelwyn May	Harkins, Margaret	Scott, Jeane Murray
Diserens, Mary C.	Jackson, Ruby	Siling, Florine
Edwards, Eva Armata	Kernachan, Carrie M.	Smith, Agnes Amanda
Eldred, Cora Dee	McLean, Susie	Switow, Rose Irene
Evans, Anna Elizabeth	Moore, Jeannette	Wylie, Montrose
Evans, Hazel		

Expression.

Brown, Florence K.	Campbell, Lee-Edda	Ruble, Grace Estelle
Brown, Ione	Myers, Winnie Davis	Wilson, Hazel

Art.

Young, Elsie

Physical Training:

Newman, Martha Hall

Domestic Science.

Burton, Mary L.	Clark, Clara S.	Siling, Florine
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Household Economics.

Barnwell, Irene	Dennis, Frances	James, Adelaide D.
Baskett, Bessie L.	Fisher, Gertrude	Hendrick, Mary Stuart
Campbell, Lee-Edda	Harkins, Margaret	Witt, Mabel Pauline
Davis, Ethel Brown		

CLASS OF 1913.

Armstrong, Annie Louise, B.A.	Davidson, Ruth Elizabeth, B.A.
Badgley, Ethel Mae, B.A.	Ellston, Millicent Virginia, B.A.
Brown, Jean Lauretta	McFarland, Ethel Verda
Clark, Clara S.	Myers, Mary Virginia
Clement, Marian Wagar	Myers, Winnie Davis, B.A.
Craig, Lillian Sinclair, B.A.	Ryan, Mariamne, B.A.
Daniel, Bertha	

Belmont College Matriculates, 1912-13

- Adams, KirtleyTexas
 Allen, Bessie HodgesMississippi
 Allen, Vera BeatriceOklahoma
 Anderson, Hazelle F.Tennessee
 Anderson, Lillie C.Kentucky
 Anderson, NannieTennessee
 *Armstrong, LouiseMississippi
 *Astor, LauraTexas
 Avary, Mattie Sue.....Georgia
- *Badger, Katie PearlTennessee
 *Badgley, Ethel M.New York
 *Baker, Eleanor E.Texas
 *Barker, AmaKentucky
 Barnett, KatherineKentucky
 *Barnwell, IreneTennessee
 *Barnwell, Rebecca B.Tennessee
 *Barr, ClaraOhio
 Barton, Woodie Cavitt.Tennessee
 *Baskett, Bessie Lockett.Kentucky
 *Basset, Ruth Levering.S. Dakota
 Baugh, ChristineTennessee
 *Bean, Winifred Harper.N. Mexico
 Beauman, Carrie Elizabeth.Utah
 Bebout, SueKentucky
 *Bell, ElmoreFlorida
 Bell, MarthaTennessee
 Bell, RebeccaTennessee
 Benedict, LouiseTennessee
 *Berman, Helene MaeTexas
 Best, IsabelTexas
 *Bierschwald, MargaretTexas
 *Blanford, GladysMississippi
 *Black, ClydeMississippi
 *Blanton, EthelTennessee
 *Blount, Emma EugeniaTexas
 Blythe, KatherineTexas
 Bock, JulietMississippi
 Boddie, Sarah Frances.Tennessee
 *Bolles, BlancheTennessee
 *Boone, Martha MarieTennessee
 *Bouldin, Lizzie DeeAlabama
 *Boyd, Mary MozelleKentucky
 Bracken, Emma Laura.Illinois
 Brady, BessieOklahoma
 Brady, RuthOklahoma
 Brantley, MadgeAlabama
 Brantley, NellAlabama
 Brewster, PlurieTexas
 Briley, RobertaTennessee
 Brooks, ClintonMississippi
 Brooks, DaisyMississippi
 Brown, Florence Catherine.Iowa
 *Brown, IoneMississippi
 *Brown, Lauretta JeanIllinois
 Brown, KathleenArkansas
 *Buchanan, ThelmaArkansas
 *Buford, RoseTexas
 Burdett, EsthaIllinois
 Burton, Mary LillaFlorida
 *Butler, AnnysMississippi
 Butler, LouiseTennessee
 Byck, Irma EvelynNew York
 Byrne, Marie Louise.W. Virginia
 Cage, UnaTexas
 Caldwell, EugeniaTennessee
 Caldwell, LilaTexas
 Call, FreddieTennessee
 Campbell, Lee-EddaIllinois
 *Carlton, MargaretOklahoma
 Carmichael, Virginia.Tennessee
 Carpenter, Floy AileenTexas
 Carr, Mary FrancesTennessee
 *Carter, Wallace D.Arkansas
- *Cartwright, Marguerite.Alabama
 Cayce, AmellaTennessee
 Chabot, EdithTexas
 Clark, Catherine M.Mississippi
 *Clark, ClaraTexas
 Clark, HelenMississippi
 *Clark, MargaretTexas
 *Clayton, DellaTennessee
 *Clayton, RuthTennessee
 *Clement, MarianKentucky
 Clement, PhoebeArkansas
 *Clower, Jo EllaOklahoma
 Collins, BenaFlorida
 Cook, MabelTennessee
 Cook, MaryTennessee
 Coolidge, Alice Moore.Arkansas
 *Corley, JuliaKansas
 Cornellison, OlgaKentucky
 *Cotton, MargueriteTexas
 Cowan, LouiseMississippi
 Cowan, MarianTennessee
 *Cowden, FayTexas
 Cowden, Eleanora W.Tennessee
 *Cowden, Mary KateTexas
 *Craig, Lillian S.Texas
 *Craig, LouiseTexas
 Crane, AzalieTennessee
 Crawford, Jane Douglas.Tennessee
 Crawford, Mary Louise.Tennessee
 Creighton, MargaretTennessee
 *Crowell, HelenOklahoma
 Crowley, IreneTexas
 *Crutcher, Lucy LeeTexas
 *Culver, EthelLouisiana
 *Culver, JeanLouisiana
 Currey, ElisabethTennessee
 Daley, Myra LouiseGeorgia
 Dalton, PhoebeMissouri
 Danehower, ValerieArkansas
 Daniel, BerthaFlorida
 *Daniel, M. ElizabethTexas
 Davenport, Katherine.Tennessee
 *Davidson, Ruth Elizabeth.Arkansas
 *Davis, Ethel BrownIllinois
 Davis, LucieTennessee
 Davis, MackieTennessee
 Day, GeraldineOhio
 Denmark, Mary Estelle.Georgia
 Dennis, Frances MasonTexas
 *Diserens, Mary C.Iowa
 Dorris, FrancesTennessee
 Dortch, Marion J.Kentucky
 Drake, Elizabeth J.Tennessee
- Eatherly, MalvinaMississippi
 Eba, Margaret Elizabeth.Kentucky
 *Edwards, Eva Armata.Tennessee
 Eklund, Vendla Marie.N. Mexico
 Eldred, Cora DeeKentucky
 *Elston, MillicentVirginia
 *Ende, Louise vonTexas
 *Eshbaugh, Mary Roselyn.Illinois
 Estes, MargaretTennessee
 Evans, Anna ElizabethOhio
 Evans, HazelMissouri
 *Evans, Mary Frierson.Tennessee
 Evans, RuthMississippi
 Evans, Ruth JeanMississippi
 Exum, MeadieMississippi
- *Ferguson, ChristelleLouisiana
 Fisher, GertrudeMissouri
 Fisher, PaulineTennessee
 Fisk, AlliseTexas

W A R D - B E L M O N T

- Fist, Helen SawyerOklahoma
 Fitz Gerrel, InezIllinois
 Foillis, Mary WillTennessee
 *Foster, Nettie RoseTexas
 *Foster, RuthTennessee
 Frakes, IrmaTexas
 Frierson, Elizabeth R.Tennessee
 Fry, JosephineTennessee
- Gannaway, JuliaTennessee
 Gant, AllieTennessee
 Gantt, MattieArkansas
 Garancio, ConstanceArkansas
 Garancio, MildredArkansas
 Gibson, Corinne H.Arkansas
 Gidney, Evelyn RuleOklahoma
 Gillaspie, Eula MayTexas
 Gipe, Male M.Indiana
 Glenn, James LellaKentucky
 *Goodin, Harriett MayMissouri
 Gorton, MarcellaIndiana
 Gray, AgnesMississippi
 Greathouse, Cecilia D.Tennessee
 Greene, Emaline Short.Tennessee
 Green, Margaret Gibbs.Indiana
 Greer, GladysTennessee
 Gregg, Cora E.Alabama
 Gresham, MarieMississippi
 *Griffin, EmmaTennessee
 *Griffin, EthelTennessee
 *Grinter, MaryKentucky
 Gulick, GeorgiaIllinois
- *Hageman, EvalynIndiana
 Haggard, AdelaideTennessee
 Hale, Emma E.Arkansas
 Haller, ElmaTennessee
 Haller, Mary Elizabeth.Tennessee
 *Harkins, Margaret Jessie. N. Dakota
 Harris, Annie Warren.Tennessee
 Harris, DorothyTennessee
 Harris, Katherine.Tennessee
 Harris, RosamondMississippi
 Hart, Elizabeth.Tennessee
 Hart, Pollee RuthTexas
 Harwood, AugustaAlabama
 Hatch, GladysMissouri
 Hayes, Annie LeeTennessee
 Hayes, KathleenAlabama
 Haynes, Eugenia Belle.Tennessee
 *Haywood, RuthTennessee
 *Haywood, WilmaTennessee
 *Head, Brenda Douglas.Tennessee
 *Hefley, Mary Lee.Louisiana
 Hendrick, Mary Stuart.Colorado
 Hetherington, Sara W.Tennessee
 Hicks, MarthaTennessee
 *Hicks, MildredTennessee
 Higgins, HazelTennessee
 Hill, Minnie MaeTennessee
 Hillis, Berenice K.Illinois
 Hillis, Ruby DayeTennessee
 *Hollenbeck, DorysMissouri
 *Hollenbeck, GladysMissouri
 Hooks, Verna MayTexas
 Hoover, IdaTennessee
 *Hopkins, Sadie LeeMississippi
 Horn, Margaret Louise.Alabama
 Houston, Mary D.Tennessee
 Howe, Elizabeth.Tennessee
 Hoyt, KatherineMichigan
 Hubbard, Dorothy Miriam.Illinois
 *Huddleston, BerniceTexas
 *Huddleston, Mary Louise.Texas
 Hughes, CavitaTennessee
 Hughes, DorotheaTennessee
 Hughes, LillianTexas
 Hughes, WalkerMississippi
 *Hutchins, HazelTexas
 Hutchison, MargaretTennessee
- *Ingram, LeniceTennessee
- Jackson, Hazel Bernice.Kansas
 Jackson, RubyFlorida
 Jacobson, Lahela Louise.Louisiana
 *Jaeggli, AllyneTexas
 *James, AdelaideIllinois
 Jennings, GladysTennessee
 Jernigin, MaryTexas
 *Johnson, Estella Lucille.Penn.
 *Johnson, FannieAlabama
 Johnson, HarrietTennessee
 Johnson, Katherine Sue.Tennessee
 Johnson, VivianOklahoma
 Jones, Almada Ward.Arkansas
 Jones, Annie MaeTennessee
 Jones, DorothyTennessee
 Jones, Edith Le Grand.Missouri
 Jones, FloraAlabama
 Jones, Lila WoolfGeorgia
 *Jones, Mildred Walton.Oklahoma
 Jones, TownzellaTennessee
 *Jones, ZettaTexas
 Joseph, AugustaIndiana
 Joyner, GertrudeN. Mexico
- Kelley, HelenTennessee
 Kendall, IreneMissouri
 *Kernachan, Carrie Moore.Alabama
 Kerr, JessieTennessee
 King, GladysN. Mexico
 King, IreneIllinois
 King, KatherineMissouri
 King, Louise Evelyn.Missouri
 King, NorineN. Mexico
 Kliningham, FrancesTennessee
 Kiningham, ThelmaTennessee
 Kirman, AleanorTennessee
 Kittrell, LarissaTennessee
 Klein, ElizabethIndiana
 Klyce, Frances V.Tennessee
 Knox, ValenciaGeorgia
 Krochl, Ortrud Virginia.Ohio
 Kugelman, Sadie BelleFlorida
- Leach, TexieTennessee
 Lee, Mildred BelleMissouri
 Leftwich, Marion Emily.Tennessee
 *Levering, LaurelOhio
 Listman, Grace Sevier.Washington
 Little, Gladys MooreTennessee
 Little, LillianTexas
 Littlepage, Charles.W. Virginia
 Long, JuliaTennessee
- *Mains, LouiseOhio
 *Mansfield, Margaret Byrd.Texas
 Maret, Helen deTexas
 Marley, Annie Laura.Mississippi
 *Martin, Emily HayesTennessee
 Martin, MaryKentucky
 Mason, Grace LeeTennessee
 Mason, Melba Barbaretta.Ohio
 Mauzy, GraceTennessee
 *Mayes, RubyTennessee
 Mayo, Dorothea Rutledge.Tennessee
 *McBride, ChloeTexas
 *McCabe, Mrs. Chas. M.Tennessee
 McClure, LouiseTennessee
 *McConnell, OticeTexas
 *McCord, TyroleanIllinois
 McCown, HopeKentucky
 McDonald, Elizabeth.Mississippi
 McFarland, BessieTennessee
 *McFarland, Ethel Verda.Texas
 McGill, Annie Kendrick.Kentucky
 McGoodwin, TribbyKentucky
 McIlhenny, LucileTexas
 McInnis, Ruth Amelia.Mississippi
 *McKnight, Martha Mae.Arkansas

W A R D - B E L M O N T

*McLean, Susie	Mississippi	Smith, Pauline Wilson...	Tennessee
McManus, Lois	Tennessee	*Snodgrass, Etha	Oregon
Means, Mary	Texas	*Snow, Lucy Eugenia	Oklahoma
*Miller, Zelma Marguerite...	Texas	*Snyder, Eulalie	N. Mexico
Milligan, Mildred	Indiana	*Spence, Lucile Elizabeth...	Tennessee
Monk, Emma	Arkansas	*Spencer, Lucile	Kansas
*Moore, Jeannette Manning...	Okla.	Spivey, Marguerite	Mississippi
Moreland, Maud Elizabeth...	Tenn.	Standley, Marie S.	Oklahoma
Mourfield, Gladys	Tennessee	Stewart, Ruby	Alabama
Mullin, Lucile	Louisiana	Stoddard, Helen	Colorado
Murphey, Lucile	Alabama	Strange, Sara Elizabeth...	Kentucky
*Murrell, Harriet Pierce...	Kentucky	*Street, Mary G.	Kentucky
*Myers, Mary Virginia...	Tennessee	Strickland, Luella	Georgia
*Myers, Winnie Davis...	Tennessee	*Sullivan, Gypsy	Texas
Nelson, Mary	Tennessee	Suttle, Allie Kate	Mississippi
Nelson, Rebecca Clare...	Kentucky	*Sutton, Eva	Missouri
New, La Una	Tennessee	Sutton, Maud	Missouri
New, Lucile	Tennessee	Switow, Rose Irene...	Kentucky
Newman, Martha Hall...	Kentucky	*Talbot, Clementine	Illinois
Norris, Ada	Oklahoma	Talley, Thelma	Tennessee
Overall, Katrina	Tennessee	Tate, Leonora	Tennessee
Parker, Alice	Missouri	Taylor, Charlie Maye	Texas
Parman, Martha	Tennessee	Terry, Ivie Mai	Alabama
Paul, Mildred Rosetta...	California	Thixton, Ruth	Kentucky
Payne, Ethel	Mississippi	Thomas, Edna	Tennessee
Pearcy, Evelyn Clare...	Tennessee	Turnbull, Julia Isabella...	Tennessee
Perkins, Elizabeth	Indiana	Turner, Elizabeth	Tennessee
Perkins, Susie Lee	Mississippi	Underwood, Annie Mai ..	Tennessee
*Petross, Irma	Arkansas	*Veach, Susie	Georgia
*Petter, Margaret	Missouri	*Vernon, Mary Frances...	Tennessee
Pilcher, Catherine Berry...	Tennessee	*Wade, Elizabeth	Tennessee
Pope, Mary Lucy	Texas	Wade, Lizziedine	Tennessee
Pound, Martha Louise	Tennessee	Wagstaff, Annie Cornelia...	Tennessee
Proctor, Van Meter	Tennessee	*Walker, Alma	Tennessee
Qualle, Beatrix	Arkansas	*Walker, Carrie Wight...	Tennessee
*Raines, Ella James	Texas	*Walker, Mary	Tennessee
Rall, Estelle Amanda	Texas	Wallace, Dorothy	Illinois
Randolph, Celeste	Texas	Wallace, Helen	Tennessee
*Rankin, Alma	Texas	*Ward, Elizabeth	S. Dakota
*Rapelje, Marie Frances...	Colorado	Ward, Ella Louis	Alabama
Rebman, Margaret Ruth...	Oklahoma	*Warnock, Ethel	Tennessee
*Reib, Mattie Lee	Texas	Washburn, Elizabeth	Tennessee
*Reid, Nona Elvin	Washington	Watkins, Vivian	Tennessee
Rickman, Margaret	Tennessee	Watson, Enid	Tennessee
Riel, Hermine	Tennessee	Weil, Mae Rose	Louisiana
Roberts, Martha Leona...	Georgia	*Weston, Alma	Mississippi
Robertson, Mary Dale...	Arkansas	Whidden, Katherin	Florida
*Robinson, Adeline	Oklahoma	*White, Jennie D.	Texas
Robinson, Frances	Tennessee	White, Lucie Amanda	Texas
Rosamond, Marie Lucretia...	Alabama	*White, Lurene	Arkansas
Ross, Mary L.	Tennessee	White, Marie Grant	Arkansas
*Rowland, Marion Tipton...	Oklahoma	White, Ruth	Texas
Rowlings, Mary	Tennessee	Williams, Anita	Tennessee
*Ruble, Grace Estelle...	Mississippi	Williams, Bessie	Tennessee
Russe, Evelyn	Tennessee	*Williams, Lucile	Kentucky
*Ryan, Marianne	Tennessee	*Williams, Ruth	Louisiana
Safran, Anna Florence ...	Missouri	Willingham, Ruth	Kentucky
*Samuels, Lovola	Kentucky	Wilson, Alberta	Tennessee
*Sandberg, Nelle Marie...	Tennessee	Wilson, Alice	Tennessee
Satterfield, Alta May	Texas	Wilson, Carrie Mae	Tennessee
Satterfield, Louise	Tennessee	Wilson, Hazel E.	Arkansas
*Schnabaum, Zelda	Arkansas	*Wilson, Lucy McCallum...	Tennessee
Shubert, Cecile	Tennessee	Wilson, Mary	Tennessee
*Scott, Jeanne Murray...	Tennessee	Wilson, Tot	Tennessee
Sharpe, Mary Louise	Tennessee	*Wilson, Gertrude	Illinois
Shelton, Hallie Mae...	Mississippi	Winstead, Catherine	Tennessee
Shoop, Mary	Kansas	Witherspoon, Elizabeth...	Tennessee
Siling, Florine	Indiana	Witherspoon, Katherine...	Tennessee
Simmons, Theola	Arkansas	Witt, Mabel	Tennessee
*Skillman, Elizabeth	Kentucky	Wolcott, Edith	Texas
Skippworth, Helen M.	Illinois	*Wooten, Julia	Oklahoma
*Smith, Agnes	Georgia	Wortham, Margaret Anna...	Miss.
Smith, Corlaine	Mississippi	*Wylie, Mauretta	Texas
Smith, Evelyn Bird	Alabama	*Wylie, Montrose	Texas
*Smith, Fay Randolph...	Oklahoma	*Young, Elsie	Kentucky
Smith, Mary R.	Tennessee	*Younger, Irma	Oklahoma

*Member Self-Controlling, Self-Regulating Roll, April 14, 1913.

CERTIFICATE AND GRADUATING CLASSES, WARD SEMINARY,
MAY 20, 1913

Graduates in the Seminary Course

Barthell, Frances	Tennessee	Jarratt, Frances	Tennessee
Buckner, Jane Eve	Tennessee	Lusk, Frances	Mississippi
Clay, Mary Mitchell	Kentucky	Patterson, Evelyn	Tennessee
Davis, Carrie Mary	Tennessee	Peers, Katherine	Texas
Douglas, Alberta	Tennessee	Savage, Kate Eastman ..	Tennessee
Engles, Ella May	Tennessee	Smith, Agnes	Tennessee
Folk, Virginia Sinclair..	Tennessee	Street, Frances	Tennessee

Graduates in the Seminary Course Advanced

Clay, Frances	Kentucky	Sayle, Frances	Mississippi
Crawford, Minnie	Mississippi		

Graduates in the English Course

Campbell, Annie Laurie..	Tennessee	Killough, Lucy.....	Tennessee
Connor, Marjorie	Tennessee	McGill, Elsa	Tennessee
Crinkley, Barbara	Tennessee	Morris, Meda	Louisiana
Crockett, Mary Lee	Tennessee	Neil, Rachel	Tennessee
Dobson, Lillian	Tennessee	Reams, Elona	Tennessee
Garrett, Marguerite	Tennessee	Smith, Dorothy	Ohio
Herbert, Bertha	Tennessee	Turner, Annie	Tennessee
Kayhoe, Ruth	Tennessee	Walton, Myreon	Tennessee

Graduates in the School of English

Baughman, Fay.....	Louisiana	Robertson, Mabelle	Texas
Hartford, Willie Mai	Tennessee	Walton, Esther.....	Kentucky

Graduate in Expression Course Advanced

Walker, Lucille	Mississippi
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Graduates in Home Economics

Bang, Laura Phillips ...	Tennessee	Schey, Christine	Tennessee
Howington, Mary Lou ..	Tennessee		

Special Certificates in College Preparatory

Barthell, Frances	Tennessee	Peers, Katherine	Texas
McGill, Elsa	Tennessee		

Special Certificate in Expression

Rollow, Sarah	Kentucky
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Special Certificates in Piano

Robertson, Mabelle	Texas	Rowland, Martha	Tennessee
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Special Certificate in Voice

Lansden, Topie	Tennessee
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Special Certificates in Home Economics

Ahearn, Mary	Tennessee	Metz, Amella	Tennessee
Campion, Elizabeth	Tennessee	Neel, Hallie	Tennessee
Dickinson, Evelyn	Tennessee	Newbern, Mary	Tennessee
Egger, Myra	Missouri	Tindall, Annie E.	Tennessee
King, Elizabeth	Kentucky	Tinsley, Melissa B.	Tennessee
Matthews, Edine A.	Tennessee	Weathers, Wenonah	Tennessee

Certificates in Practical Cookery

Brandau, Alberta	Tennessee	Smith, Ora Belle	Tennessee
Duncan, Ruby	Missouri	Stevens, Rebekah	Florida
Hickerson, Lillie	Tennessee	Taylor, Eunice	Arkansas
Herring, Catherine C.	Virginia	Walton, Esther	Kentucky

Certificate in Domestic Art

Neel, Hallie	Tennessee
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Ward Seminary Matriculates, 1912-13

Ahearn, Mary	Tennessee	*Chapin, Virginia	Nebraska
Alberty, Elizabeth	Oklahoma	Chappell, Helen	Tennessee
Alexander, Elizabeth	Tennessee	Charles, Sophie Mae	Florida
Allen, Gladys	Tennessee	Chatham, Helen	Tennessee
Allen, Kathleen	Tennessee	Chattin, Ora Ellen	Tennessee
*Allen, Mary D.	Tennessee	*Cheely, Frances	Tennessee
Allen, Mary Louise	Tennessee	Chester, Elizabeth	Tennessee
Ambrose, Ellen	Tennessee	Chiles, Rebecca	Tennessee
Antonakos, Katherine ..	Tennessee	Church, Sammie	Tennessee
Armistead, Katherine ..	Tennessee	Clagett, Betsy Jane	Tennessee
*Armstrong, Lillian	Louisiana	Claiborne, Mary	Tennessee
Ashley, Otie K.	Tennessee	Claiborne, Mary Maxwell ..	Tennessee
Ashworth, Rose Elise ..	Tennessee	*Clark, Mary	Mississippi
Atchison, Lillie Morrow ..	Tennessee	Clark, Mary Helm	Tennessee
		*Clary, Patsy	Arkansas
Badge, Edith	Tennessee	*Clay, Frances	Kentucky
Baker, Thos. Bostick	Tennessee	*Clay, Mary Mitchell	Kentucky
*Ballew, Virginia	Kentucky	Clement, Elizabeth	Tennessee
Bang, Laura	Tennessee	Clement, Rachel	Tennessee
Barbee, Sara	Kentucky	*Coate, Mildred S.	Tennessee
Barksdale, Julia	Tennessee	Cobb, Fanny	Tennessee
*Barthell, Frances	Tennessee	Cohen, Rosetta	Tennessee
Bartlett, Georgia	Tennessee	Cohn, Irma Lucille	Tennessee
*Baughman, Fay	Louisiana	Cole, Josephine M.	Tennessee
*Beasley, Annie Hobson ..	Tennessee	Cole, Annette	Mississippi
Beaven, Elise Mattingly ..	Alabama	*Coleman, Miriam	Mississippi
Beazley, Ruby	Tennessee	Colley, Flora	Tennessee
Bell, Lillian	Tennessee	Compton, Nell	Tennessee
Bell, Florine	Tennessee	*Conger, Laura	Tennessee
Bell, Loula	Tennessee	Connor, Marjorie	Tennessee
Bennett, Alberta	Tennessee	Cooper, Margaret	Tennessee
Bernstein, Edith	Tennessee	*Cooper, Lucy Bonner ..	Tennessee
Black, Daisy	Tennessee	Cooper, Mildred	Tennessee
Blair, Ione	Tennessee	Cooper, Irma	Tennessee
Blair, Julia	Tennessee	*Cooper, Margaret	Tennessee
Blair, Valera	Tennessee	Cornelius, Cammie	Texas
Blake, Bessie E.	Tennessee	Cornelius, Frances	Tennessee
Bloomstein, Max	Tennessee	Cotton, Mary Yoxhall ..	Tennessee
Blow, Brownie	Tennessee	Crabtree, Iva	Tennessee
Bodfish, Rebekah	Utah	Crain, Edris	Tennessee
Bomar, Lorine	Tennessee	*Crawford, Minnie	Mississippi
Bond, Anita	Mississippi	*Crenshaw, Elizabeth ..	Tennessee
Booth, Ruby	Tennessee	*Crinkley, Barbara	Tennessee
Bowers, Grace	Tennessee	*Crockett, Mary Lee	Tennessee
Boyd, Nell	Tennessee	Crutchfield, Rachel	Tennessee
Brabham, Ermine	S. Carolina	Cullum, Cleve	Tennessee
Brabham, Myrtis	S. Carolina	Cunningham, Eula	Tennessee
Brandau, Alberta	Tennessee	Curle, Juliet	Tennessee
Bransford, John	Tennessee	*Cushman, Elizabeth	Texas
Breslin, Grace Darling ..	Alabama	Daniels, Jessie	Tennessee
Bronaugh, Lula	Kentucky	Davidson, Lara	Tennessee
Buchanan, Elath	Kentucky	Davidson, Lena	Tennessee
*Buckner, Jane Eve	Tennessee	Davis, Alex.	Tennessee
Burchiel, Mary	Tennessee	Davis, Clara Belle	Tennessee
Burger, Louise	Tennessee	Davis, Margaret	Tennessee
Burns, Margaret	Tennessee	*Davis, Carrie Mary	Tennessee
Bush, Macklewill	Tennessee	Davis, Sarah	Tennessee
Bussey, Carrie Delle	Tennessee	Dewey, Maxwell	Tennessee
		*Dickerhoff, Joe Alice	Oklahoma
Caldwell, Ellen Rlon ..	Tennessee	Dickerson, Evelyn	Tennessee
Call, Freddie M.	Tennessee	Dillon, Roberta	Tennessee
Camp, Sue Litton	Tennessee	*Dobson, Lillian	Tennessee
Campbell, Annie Laurie ..	Tennessee	Dodd, Nannie	Tennessee
Campion, Elizabeth	Tennessee	Dodds, Mora	Tennessee
*Carney, Edith	Tennessee	*Douglas, Alberta	Tennessee
Carroll, Alice	Tennessee	*Driver, Virginia	Arkansas
*Carter, Myrtle	Tennessee	Dudley, Guilford	Tennessee
Caruthers, Fannie	Tennessee	*Duncan, Clare	Missouri
Caruthers, Minnie	Tennessee	*Duncan, Rubye	Missouri
*Carver, Bennie Bell ..	Tennessee		
Carver, Christine	Tennessee	Early, Evelyn	Tennessee
Chadwell, Elizabeth	Tennessee	Egger, Myra	Missouri
Chambers, Annie Laurie ..	Virginia	Elliott, Mary Durden ..	Tennessee
*Chandler, Mary Lucile ..	Mississippi	Elliott, Elizabeth	Tennessee

W A R D - B E L M O N T

*Engles, Ella	Tennessee	Jennings, Pauline	Tennessee
Epstein, Joseph	Tennessee	Johnson, Alma	Tennessee
Erwin, Mary Alice	Texas	Johnson, Elizabeth	Tennessee
Eskind, Manuel	Tennessee	Johnson, Marie	Tennessee
Estill, Mrs. T. B.	Tennessee	*Johnston, Bess	Tennessee
Everett, Eugenia	Tennessee	Jones, Pauline	Tennessee
Ezell, Sophia	Tennessee		
Finley, Mabel	Tennessee	Kadel, Irene	Tennessee
Fleming, Lena	Tennessee	Kadel, Bldie	Tennessee
Fleming, Sadie	Tennessee	Kayhoe, Ruth	Tennessee
Fly, Sara	Tennessee	Keeble, Cornelia	Tennessee
*Folk, Virginia	Tennessee	Kenny, Lenora	Tennessee
Foster, Bertha	Tennessee	Kerr, Almanza	Tennessee
Frank, Frances	Tennessee	Kliger, Vernon	Tennessee
*Franklin, Martha	Tennessee	Killlebrew, Martha	Tennessee
Frazer, Eugene	Tennessee	Killlebrew, Helen	Tennessee
Frazer, Jas. S., Jr.	Tennessee	*Killough, Lucy	Tennessee
Frazer, Warner	Tennessee	*King, Elizabeth	Kentucky
Frazer, Shelby	Tennessee	*Kirkland, Elizabeth	Tennessee
French, Alma Vivian	Texas	Kirkland, Katherine	Tennessee
Fulton, Mrs. Lula H.	Tennessee	Knox, Jessie Lee	Tennessee
Fulton, Mrs. O. H.	Tennessee	Knox, Mildred	Tennessee
		Kranz, Carolyn	Tennessee
*Gamble, Katherine	Alabama	Landis, Linda	Tennessee
Gardner, Elizabeth	Tennessee	*Landrith, Grace	Tennessee
*Garrett, Marguerite	Tennessee	Lange, Margaret	Arkansas
*Garrett, Kathleen	Tennessee	*Lansden, Tople	Tennessee
Gates, Harriet	Tennessee	Lansden, Mattie	Tennessee
*Gaunt, Gail	Illinois	Landstreet, Frances	Tennessee
*Gaunt, Grace	Illinois	*Lear, Mary Torrey	Mississippi
Gee, Nellie	Tennessee	Lee, Lucille	Tennessee
Giers, Hunter	Tennessee	Lee, Gretchen	Tennessee
Glassell, Margaret	Louisiana	Levy, Floranne	Tennessee
Gold, Eliza John	Tennessee	Levy, Hezel	Tennessee
Goldner, Irene	Tennessee	Levy, Leah Bell	Tennessee
Goldner, Beatrice	Tennessee	*Lindsey, Martha	Tennessee
Goldner, Cella	Tennessee	*Lindsley, Henrietta	Tennessee
Graham, Elizabeth	Mississippi	Lipscomb, Mary	Tennessee
Graham, Ruth	Mississippi	Lowe, Alice	Tennessee
Grainger, Lucile	Tennessee	Loveless, Mary	Tennessee
Gregory, Marguerite	Tennessee	Lusk, Frances	Mississippi
Guest, Mrs. J. Hough	Tennessee		
Hager, Sarah	Tennessee	Mack, Isabelle	Kentucky
Hall, Avon	Tennessee	Malone, Marion	Tennessee
Hall, Elizabeth	Tennessee	*Maney, Elise	Tennessee
Haiman, Helen	Tennessee	*Manier, Sarah	Tennessee
Haley, Alva	Tennessee	*March, Margaret	Tennessee
*Hamilton, Clarice	Tennessee	*Marks, Marie Effie	Utah
Harper, Willis	Tennessee	Marshall, Mildred	Tennessee
Hart, Amy Lou	Tennessee	Matthews, Edine A.	Tennessee
*Hartford, Willie Mai	Tennessee	Mattimoe, Winifred	Tennessee
Harwell, Annie W.	Tennessee	Mayberry, Sophronia	Tennessee
Hawkinson, Stella May	Tennessee	Melers, Marguerite	Tennessee
Hays, Martha	Tennessee	Metz, Amelia	Tennessee
*Head, Frances	Kentucky	*Middleton, Lilburne	Louisiana
Helmkamp, Robert	Tennessee	*Millender, Margaret	N. Carolina
*Herbert, Bertha	Tennessee	Miller, Charlene	Tennessee
Herbrick, Frank	Tennessee	Miller, Jonnie May	Tennessee
Hickerson, Lillie	Tennessee	Mills, Emily	Tennessee
Hickman, May	Tennessee	Mills, Gladys	Tennessee
*Hicks, Gladys	Alabama	Molloy, Corinne	Tennessee
*Higgins, Elizabeth	Kentucky	Montgomery, Willie Beth	Tennessee
Hillman, Frances	Tennessee	Moody, Fanny	Tennessee
Hitchcock, Sara	Tennessee	Morris, Edna	Louisiana
Hollinshead, Dorinda	Tennessee	Morris, Meda	Louisiana
Hollinshead, Margaret	Tennessee	Morris, Violet	Tennessee
Hooper, Anna B.	Tennessee	Morrison, Mirlam	Alabama
*Hopkins, Mary Kate	Tennessee	Morrow, Margaret	Tennessee
Howington, Mary Lou	Tennessee	Murphree, Evelyn	Texas
Howell, Bessie	Tennessee	Murray, Cornelia	Tennessee
Ingram, Harriet	Tennessee	McBride, Euclid	Tennessee
*Inman, Mary	Kentucky	McCarn, Cornelia	Tennessee
*Irving, Mabel	Arkansas	McCoy, Sessums	Tennessee
*Irving, Ruth	Arkansas	*McCray, Virginia	Mississippi
		McDearmon, Virginia	Missouri
James, Ruby	Tennessee	McFarland, Rena	Louisiana
Jarman, Gertrude	Tennessee	*McGill, Elsa	Tennessee
*Jarratt, Frances	Tennessee	McGowan, Marle	Louisiana
		McGuire, May	Tennessee

McIlwaine, Finley	Tennessee	Settle, Mary Marshall	Tennessee
*McKeever, Catherine	Tennessee	Settle, Nannie May	Tennessee
*McKibbin, Maude	Tennessee	Sexton, D. P.	Tennessee
*McKinney, Rubye	Tennessee	*Shannon, Sarah	Tennessee
McLemore, Susie V.	Mississippi	Shannon, Nannie Bell	Tennessee
*McMillin, Irene	Texas	*Shatz, Bessie	Tennessee
*McWherter, Valda	Tennessee	Shaw, Nora	Tennessee
Naive, Beulah	Tennessee	Silvershatz, Della	Tennessee
Neel, Hallie	Tennessee	Skelton, Elizabeth	Tennessee
*Nellums, Edna	Tennessee	Sloan, Jeannette	Tennessee
Neil, Elizabeth	Tennessee	Smith, Lillias	Tennessee
Neil, Rachel	Tennessee	Smith, Roberta	Tennessee
Neth, Conrad	Tennessee	Smith, Agnes	Tennessee
Newbern, Mary	Tennessee	Smith, Leda	Tennessee
*Newsom, Cathryn	Arkansas	Smith, Mary E.	Tennessee
Nolen, Willie House	Tennessee	Smith, Thomas H.	Tennessee
Northern, Mary Caroline	Tennessee	*Smith, Dorothy	Ohio
Nunn, Lucile	Kentucky	*Smith, Ora Belle	Tennessee
Ochiltree, Phyllis	Iowa	Sperry, Ferdina	Tennessee
*Old, Ann	Missouri	Spotswood, Odell	Tennessee
Oldham, Mamie Lee	Kentucky	Staley, Annie Lee	Tennessee
Osuna, Mrs. Andres	Tennessee	Steere, Sybil	Louisiana
Overall, Mary John	Tennessee	Stein, Jessamine	Tennessee
*Overton, Harriet V.	Tennessee	Stephens, Vera	Mississippi
Parker, Jessie Alice	Tennessee	Stevens, Rebekah	Florida
Parkes, Bertie	Tennessee	Stevenson, Lillian	Tennessee
Parks, Lillian	Mississippi	Stout, Lillian	Tennessee
Patten, Jim	Texas	*Street, Frances	Tennessee
Patterson, Bessie	Tennessee	*Street, Mary Julia	Alabama
*Paterson, Evelyn	Tennessee	*Stultz, Clara	Tennessee
Patton, Ethel	Tennessee	Summers, Mary	Tennessee
*Pearson, Rebecca	Tennessee	Sutton, Elinor W.	Tennessee
*Peers, Katherine	Texas	Swint, Marion	Tennessee
*Peters, Lettie May	Tennessee	Talbot, Ada	Tennessee
Pound, Maude	Tennessee	Talbot, Vance	Tennessee
Powers, Minnie Lee	Tennessee	Talley, Minnie L.	Tennessee
Preston, Annie Eliza	Kentucky	Talley, Ruth	Tennessee
*Preston, Bertha	Kentucky	Talley, Willie A.	Tennessee
Preston, Kate	Tennessee	Taylor, Fanny	Tennessee
Pride, Sophie Pearl	Tennessee	*Taylor, Addie	Tennessee
*Provost, Katherine	Tennessee	Taylor, Margaret	Kentucky
*Ralph, Beatrice	Arkansas	*Taylor, Eunice	Arkansas
Ransom, Margaret	Tennessee	Taylor, Caroline	Tennessee
*Reams, Elona	Tennessee	Teasley, Ida	Tennessee
Reeves, Alberta	Tennessee	Thompson, Mary Ward	Tennessee
Regen, Louise	Tennessee	*Thompson, Marguerite	Texas
Regen, Martha	Tennessee	*Thornton, Christine	Mississippi
Regensburger, Alma	Texas	Thornton, Mildred P.	Tennessee
*Rhea, Linda	Tennessee	Thornton, Frances	Tennessee
Rice, Annie Hays	Tennessee	*Tillman, Louise	Tennessee
Richardson, Estelle	Tennessee	Timberlake, Kathryn	Tennessee
Riddle, Jean	Tennessee	Tindall, Annie E.	Tennessee
Ridley, Sarah	Tennessee	Tinsley, Priscilla	Tennessee
Riebenach, Ruth	Michigan	Tolmie, Gladys	Tennessee
Rimington, Bobbie	Tennessee	Tolmie, Leron	Tennessee
*Rimmer, Clara	Tennessee	Townes, Audrey	Mississippi
Rimmer, Fay	Tennessee	Townes, Thelma	Mississippi
Ritch, Eula M.	Texas	Trigg, Martha Ruth	Tennessee
Roberts, Mary Clifton	Tennessee	*Trigg, Ruth A.	Alabama
*Robertson, Mabelle	Texas	Turner, Jessie	Tennessee
Rollow, Sarah	Kentucky	*Turner, Annie	Tennessee
Rowland, Lena May	Tennessee	Twitty, Sue	Tennessee
Rowland, Martha	Tennessee	Tyree, Elizabeth	Virginia
Russell, Edith	Tennessee	Vance, Agnes	Tennessee
Rutherford, May A.	Tennessee	*Vance, Ruth	Tennessee
*Rylee, Gus	Mississippi	Vick, Effie Gray	Tennessee
*Savage, Kate Eastman ..	Tennessee	Walker, Eddie Mai	Tennessee
Sawyer, Beulah	Tennessee	Walker, Carrie	Tennessee
*Sawyer, Frances	Iowa	*Walker, Corinne	Mississippi
Sayle, Frances	Mississippi	*Walker, Lucille	Mississippi
Schardt, Janie	Tennessee	Wall, Sallie	Tennessee
Schey, Christine	Tennessee	Wallace, Ellen	Tennessee
Schreibels, Chas. D.	Tennessee	*Waller, Dorothy	Kentucky
*Scott, Dessa	Kansas	*Walton, Esther	Kentucky
Scott, Arwin	Louisiana	Walton, Eva	Tennessee
		Walton, Jessie	Tennessee
		*Walton, Myreon	Tennessee
		Walton, Lucy Lee	Kentucky

W A R D - B E L M O N T

Ward, Elizabeth	Tennessee	Wilkerson, Glenna	Tennessee
Warden, Margaret	Tennessee	Williams, Vernon	Mississippi
Warner, Percy	Tennessee	*Williamson, Maxie	W. Virginia
Warren, Jo	Tennessee	*Williamson, Winnie	W. Virginia
Weakley, Venita	Tennessee	Williamson, Frances	Tennessee
Weatherly, Martha	Tennessee	Williamson, Olivia	Tennessee
*Weathers, Wenonah	Tennessee	Wilson, Jessie E.	Tennessee
Webb, Dwight	Tennessee	*Wilson, Dorothy	Tennessee
Weil, Marie	Tennessee	Wilson, Ella Mai	Tennessee
Weil, Marlon	Tennessee	Wilson, Inda	Tennessee
*Wesson, Klara	Mississippi	Winton, Dorothy	Tennessee
*West, Eileen	Alabama	Witherspoon, Mary	Tennessee
*Wheeler, Mary	Tennessee	Woods, Sallie May	Tennessee
*Whitesell, Jessie	Tennessee	Woodward, Jean	Michigan
Whitesell, Lillian Byrd..	Tennessee	Wright, Sarah Bransford.	Tennessee
Wikle, Mary	Tennessee	Zander, Beatrice	Tennessee

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